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ABSTRACT

Guidelines for teachers relative to drug abuse are developed in this handbook offering special steps necessary in attempting to prevent and/or guide students with a drug problem. Stress is placed on helping each student individually understand the forces affecting him, and in helping him form the necessary positive attitudes to cope with each individual cause which may lead him to such behavior. Factors considered are: the drug used, effect of drugs, frequency of use, amount of drugs used, age of initial drug use, length of time used, manner of drug taking, initiator of drug addiction, source of the drug, source of support for drug use, drug orientation of the drug user, visibility of the drug user, and source of classification. To present accurate, objective information to all pupils, subject matter for each grade level, K-12, is listed regarding drugs and drug use, points to consider and content material for that concept, learning activities to understand the concept and content information, and resources-activities and audio visual materials-to supplement the learning. The appendix contains general information about drugs and drug use, sources for obtaining information, and a bibliography of books, films, and pamphlets. (BL)

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**HANDBOOK FOR
THE PREVENTION
AND CONTROL OF
DRUG PROBLEMS**

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PARSIPPANY TROY HILLS TOWNSHIP

**BOOK FOR
THE PREVENTION
AND CONTROL OF
DRUG PROBLEMS**

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE

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BY TROY HILLS TOWNSHIP SCHOOLS

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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

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FOREWORD

It is far too easy for a community or a school system to shrug off drug abuse as something that "cannot happen here". It appears to me to be necessary to examine fully the causes of drug abuse and to set about preparing a preventive program.

Parsippany-Troy Hills was fortunate in having two of its staff members, Carmen Juliano and William Flynn, selected to participate in special summer institutes, established by the Governor of New Jersey. Mr. Juliano and Mr. Flynn have served as the focal point in the development of guidelines for teachers relative to drug abuse. Their committee has gone far beyond the scope of subject matter to help teachers build an understanding of the drug problem in our culture.

Mr. Juliano, Mr. Flynn, Mr. John E. Sheehy, Assistant Superintendent for Curriculum and Instruction and all of those staff members who assisted in the preparation of this handbook are to be complimented for their efforts.

GEORGE A. OLDHAM
Superintendent

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

STATEMENT OF POLICY

The ParsIPPany-Troy Hills Board of Education recognizes the drug problem that exists in our culture. To adequately deal with the drug problem, more than just careful comprehensive programs of student education are necessary. The Board endorses both the total commitment of professional staff required in the best interests of our students, and those special steps that are necessary in attempting to prevent and guide "students with a drug problem".

The school's place as an integral part of society and its laws faces a unique situation with today's malady of "drug problems". The school can neither give medical treatment nor institute new laws on the community to remedy the problem. Consequently, schools and education must treat the "drug problem" as a "social malfunction".

To help all professional staff members adequately fulfill this challenge of coping with the "student with a drug problem" the Board endorses THE HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS.

The Board of Education supports all those staff members helping students who are trying to correct drug problems.

PARSIPPANY-TROY HILLS BOARD OF EDUCATION

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It is imperative that all in education consider their role professionally and personally in working with a student with a drug problem. This handbook, you have an opportunity to relate other areas of curriculum, especially human relations and human sexual development of young people.

The committee has attempted to blend meaningful experiences with adequate subject matter, offering a challenge to student activity and exercises geared to building better inter-personal relationships in school as well as outside of school, the committee will maintain a dialogue between the "school" and the students, and between the parents (family) and students. It is the committee's hope that the teacher will incorporate some of these activities and create others of their own to meet and fulfill a meaningful life experience.

There is no guarantee that this will come about, but many who have been working with the drug problem feel that an emotionally active student has the best chance to resist becoming a drug statistic.

Grateful acknowledgement is given to the following individuals who worked during the summer of 1970 to update this handbook.

Robert Bednarcik	Parsippany High
John Cotsakos	Rockaway Meadow
William Flynn	Central Junior High
Carmen Juliano	Brooklawn Junior High
Frank Margagliano	Brooklawn Junior High
Dorothy Tapkas	Brooklawn Junior High - Nurse

Others who have been involved in the development of this handbook as well as serving on the Drug Advisory Committee are:

Carl M. Ailera	Parsippany Citizen	Arlene Margagliano
Barbara Butzer	Parsippany Citizen	Pamela Nigro
Peter Chang	Parsippany-Troy Hills School Psychologist	Dr. & Mrs. W. O'Neill
Peter Codella	Parsippany Citizen	Carole Peer
May Danaher	Parsippany Citizen	Virginia Pollard
David Danson	Parsippany Citizen	Joseph Principe
Abraham Elias	Central Junior High	Mr. & Mrs. R. Rickmers
Doris Feder	Parsippany Citizen	Deidre Rothleder
Sgt. Thomas Gilmore	Parsippany Police	John B. Swiencicki
Mr. & Mrs. T. Hatfield	Parsippany Citizens	Lois Treiser
Katherine Hutchinson	Parsippany Citizen	Ray Viola
Mary Jane Keeler	Parsippany Citizen	Gary Vittorio
Howard Kirk	Parsippany Citizen	Laura Waters
Kathy LaParo	Parsippany Citizen	Stephen Weinstein
Pat MacDougall	Parsippany Citizen	Edward Yarish

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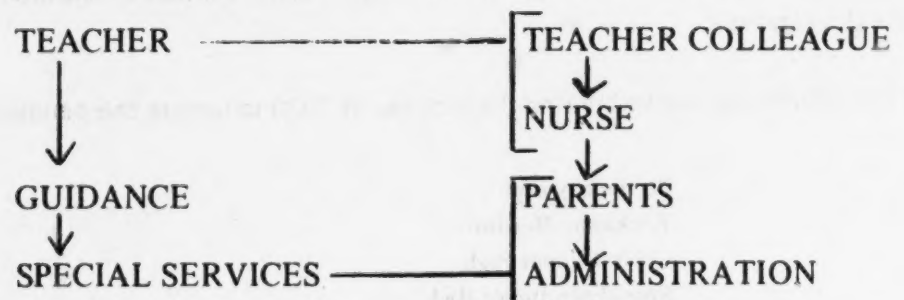
Parsippany Citizen	Arlene Margagliano	Parsippany High
Parsippany Citizen	Pamela Nigro	Parsippany Citizen
Parsippany-Troy Hills School Psychologist	Dr. & Mrs. W. O'Neill	Parsippany Citizens
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Parsippany Police	John B. Swiencicki	Parsippany Citizen
Parsippany Citizens	Lois Treiser	Parsippany Citizen
Parsippany Citizen	Ray Viola	Eastlake School
Parsippany Citizen	Gary Vittorio	Parsippany High
Parsippany Citizen	Laura Waters	Parsippany Citizen
Parsippany Citizen	Stephen Weinstein	Morris County Prosecutor's Office
Parsippany Citizen	Edward Yarish	Parsippany Hills High

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ADMINISTRATIVE PROCEDURES FOR TEACHER GUIDANCE

If at any time a teacher is confronted with a situation which he does not personally feel he can, or was open and candid with the student and recommend that the student seek out another individual, teacher or counselor.

In circumstances where a teacher has established a dialogue with any student about a personal problem



Recommendation of this procedure by this committee is structured for the teacher who finds himself teacher using sound sensible judgement should not render his services beyond his own resources. It is or nurse may be able to help. If the student has confided in the teacher, he will more than likely accept assistance. The teacher should ask the student for his consent. If judgement in selection of a colleague all should work together. The teachers should be very aware of the possibility of their limitation in training. The next step should be an orientation of the student for continued assistance through the Guidance

Remember that the causes of drug problems may or may not be immediate; they are very complex. The detective seeking out students with drug problems. We have both an educative goal as well as a therapeutic try to prevent causes and keep the lines of communication open with students.

Let us reach out to students, especially when they are reaching out for us.

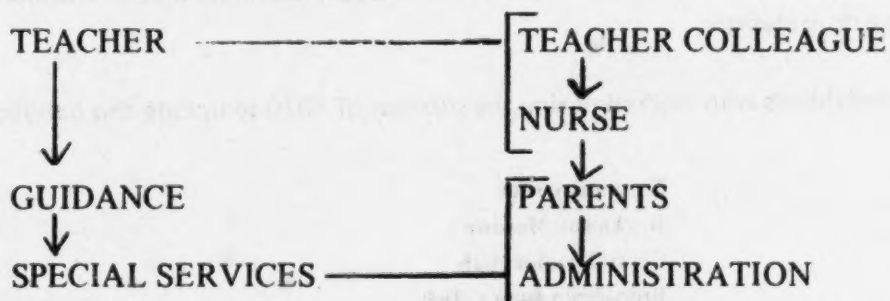
PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PROCEDURES FOR TEACHER GUIDANCE

PROCEDURE A

If a teacher is confronted with a situation which he does not personally feel he can, or wants to handle, he should be the student and recommend that the student seek out another individual, teacher, colleague, nurse, or guidance

If a teacher has established a dialogue with any student about a personal problem, he should follow this procedure:



This procedure by this committee is structured for the teacher who finds himself a confidante of the student. The sensible judgement should not render his services beyond his own resources. It is recommended that another colleague be asked for help. If the student has confided in the teacher, he will more than likely accept his suggestion for someone else's help. The teacher should ask the student for his consent. If judgement in selection of a colleague meets with the student's acceptance, the teacher should ask the student for his consent. If judgement in selection of a colleague meets with the student's acceptance, the teacher should ask the student for his consent. The teachers should be very aware of the possibility of their limitation in trying to off-set the student's problem. The teacher should be an orientation of the student for continued assistance through the Guidance Dept.

Issues of drug problems may or may not be immediate; they are very complex. The teacher's function is NOT that of a counselor for students with drug problems. We have both an educative goal as well as a therapeutic goal in the sense that we want to help the student and keep the lines of communication open with students.

Students, especially when they are reaching out for us.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

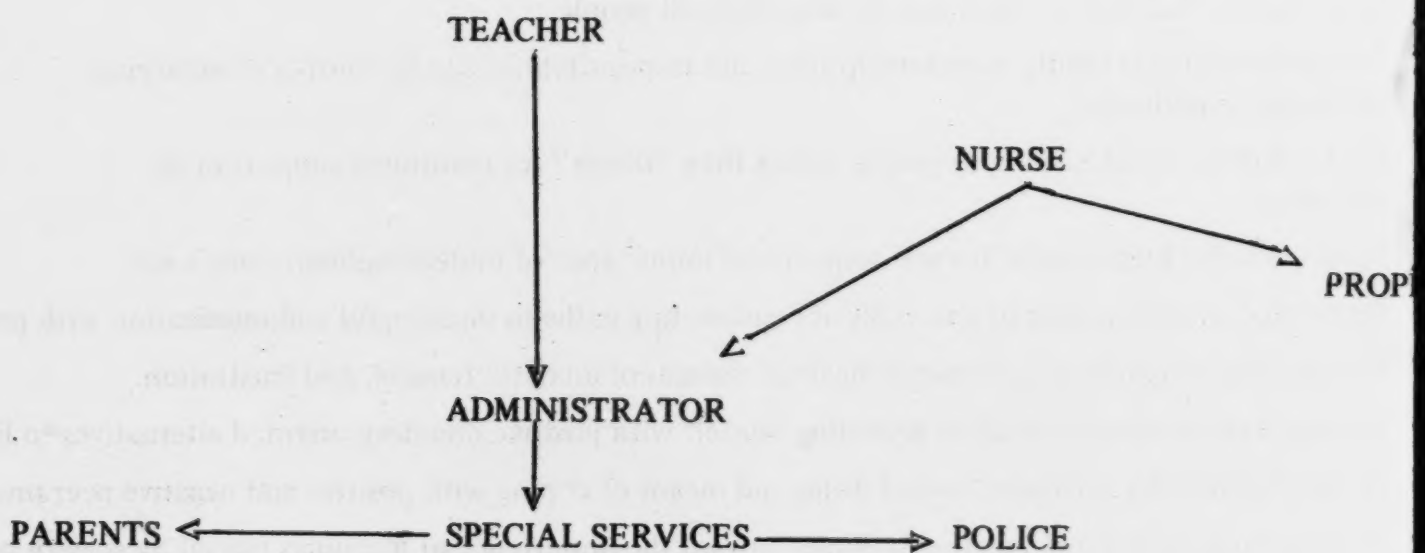
OBJECTIVES

- To recognize that human emotions are shared by all people.
- To understand that family membership roles and responsibilities can be sources of satisfying emotional experiences.
- To develop habits of turning to people rather than "things" for emotional support in all situations.
- To develop the human need for self-respect and importance of understanding of one's self.
- To develop understanding of and skills in constructing paths to meaningful communication with people.
- Recognizing recreational activities as healthy releases of anxiety, tension, and frustration.
- To help student develop skills in providing himself with positive non-drug oriented alternatives to living.
- To develop healthy attitudes toward drugs and means of coping with positive and negative peer pressures.
- To help students develop positive attitudes toward the importance of meanings placed by society on people-oriented, thing-oriented, and drug-oriented alternatives in life.
- To develop mental and emotional maturity which is necessary to solve personal and social problems.
- To develop positive attitudes toward relationships between human behavior and consequence – social, medical, legal, etc.
- To present accurate, objective information to all pupils.
- To develop confidence in the child for making intelligent decisions.

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ADMINISTRATIVE PROCEDURES FOR TEACHER GUIDANCE

In circumstances where a teacher may be or is a witness to an alleged violation of the law by a student,



When in the process of fulfilling normal school responsibilities and assignments, a teacher perceives a student's behavior, he should seek further advice from authorized personnel. The student should be referred to the Nurse. If such an examination proves positive to testing, the nurse will then contact the school administrator. If the testing proves negative or is not necessary, the nurse and teacher shall abide by the procedure. If a teacher is a witness to an alleged violation of the law by a student, the teacher should report such incident to the administrator.

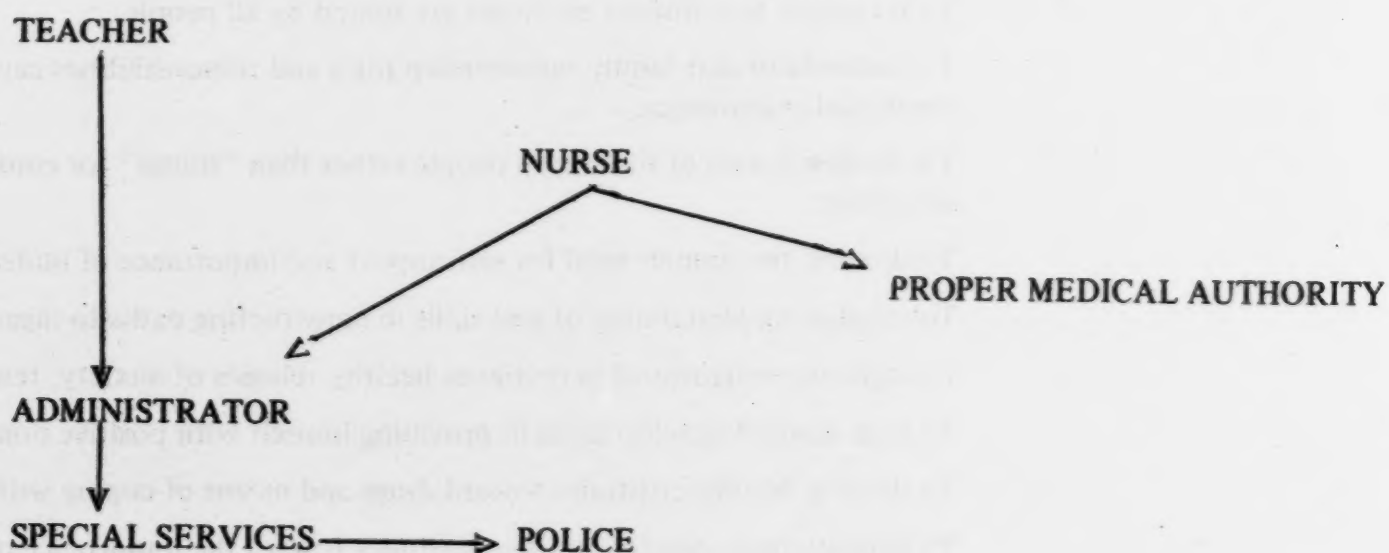
It is again hoped that the people involved will keep in mind the best interests of the students and the function is very unusual and unique, and it may be the last chain or the "end of the rope" for many especially drug problems. The school, however, does have a responsibility to all students.

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PROCEDURES FOR TEACHER GUIDANCE

PROCEDURE B

Instances where a teacher may be or is a witness to an alleged violation of the law by a student, he should act as follows:



In the process of fulfilling normal school responsibilities and assignments, a teacher perceives an unusual situation in a student's action. He should seek further advice from authorized personnel. The student should be referred to the Nurse's office for observation. If examination proves positive to testing, the nurse will then contact the school administrator who will thereupon contact Special Services. If testing proves negative or is not necessary, the nurse and teacher shall abide by the findings. Because a teacher has been a witness to an alleged violation of the law by a student, the teacher should report such incident to the school administration.

It is hoped that the people involved will keep in mind the best interests of the students and the individual involved. The school's role is very unusual and unique, and it may be the last chain or the "end of the rope" for many students with personal problems, emotional problems. The school, however, does have a responsibility to all students.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
I. The proper use of medical products is important.	I. Medicines are substances used in treatment of disease. A. Who should give medicine? B. When should medicine be given? C. What are reasons for use of medicine?	Have child ask parents to list medicines he has used and conditions for which they were used. List names of people who are qualified to give medicine, e.g. nurse.
II. Satisfying emotional and physical needs is shared by all humans	II. Who can satisfy our needs? A. Other children B. Teacher C. Parents D. Nurse E. Doctor	Stories about people dealing with sharing experiences. Dramatize a visit to a Doctor's office. Other role playing situations such as: A. Teacher-student B. Parent-child

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

KINDERGARTEN

CONTENTS

- I. Medicines are substances used in treatment of disease.
 - A. Who should give medicine?
 - B. When should medicine be given?
 - C. What are reasons for use of medicine?
- II. Who can satisfy our needs?
 - A. Other children
 - B. Teacher
 - C. Parents
 - D. Nurse
 - E. Doctor

ACTIVITIES

- Have child ask parents to list medicines he has used and conditions for which they were used.
- List names of people who are qualified to give medicine, e.g. nurse.
- Stories about people dealing with sharing experiences.
- Dramatize a visit to a Doctor's office.
- Other role playing situations such as:
- A. Teacher-student
 - B. Parent-child

RESOURCES

Pamphlet - "The Medicines Your Doctor Prescribes", Pharmaceutical Mfg. Assn., 1155 15th Street, N.W. Washington, D.C. 20005

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

- I. It is important to be able to make correct decisions.

CONTENTS

- I. Emotions
 A. How emotions affect our actions and the people with whom we associate.
 B. Emphasize positive habits and behavior.
- II. Healthful Foods and Nutrition
 A. Liquids
 B. Solid Foods
 C. Vitamins

ACTIVITIES

Have children discuss the things they do and say because their friends do.

Have children act out and explain what they do when they are happy, sad, angry, afraid, etc.

Have children discuss how they react toward those who exhibit emotions of happiness, sadness, etc. Are the reactions different if the emotions are expressed toward himself, his friends, his teacher, or his parents?

Have students cut out pictures of basic 4 food groups.

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PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 1

CONTENTS

ACTIVITIES

RESOURCES

I. Emotions

- A. How emotions affect our actions and the people with whom we associate.
- B. Emphasize positive habits and behavior.

Have children discuss the things they do and say because their friends do.

Have children act out and explain what they do when they are happy, sad, angry, afraid, etc.

Have children discuss how they react toward those who exhibit emotions of happiness, sadness, etc. Are the reactions different if the emotions are expressed toward himself, his friends, his teacher, or his parents?

Film:

"Learning To Make Friends",
Society for Visual Education,
1345 Diversey Parkway, Chicago,
Ill. 60614

II. Healthful Foods and Nutrition

- A. Liquids
- B. Solid Foods
- C. Vitamins

Have students cut out pictures of basic 4 food groups.

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

- I. Drug products and environmental factors affect health.

CONTENTS

- I. There are several factors important to maintain health.
- A. Responsible care of oneself.
 - B. Refusal to use unknown substances.
 - C. Refusal to accept dares.
 - D. Following and understanding rules and laws to protect our health and safety.
 - 1. Stoplights
 - 2. Food, milk, and water regulations
- II. Prescription drugs
- A. Definition of drugs
 - 1. Items used in diagnosis, cure, treatment and prevention of disease.
 - B. Proper use
 - 1. Reason for taking drug
 - 2. Proper dosage
 - 3. Take only on order from doctor
 - 4. Destroy left-over prescription medicine unless advised otherwise by doctor
- III. Modern drugs and their contributions
- A. Anti-infection drugs
 - B. Vaccines
 - C. Anesthetics

ACTIVITIES

Tell students what to do if they find candy, fruit, or pills in a public place.

Examine a milk carton for pasteurization and date.

Examine local water purity requirements.

List examples of drugs which come from plants, animals, minerals, or those developed in labs.

Emphasize that drugs are to be taken for a special need.

Discuss what is included on a prescription, e.g. patient name and address, name of medicine, amount and dosage, refills, signature of doctor and date.

Explain purpose

- A. To stop infection - penicillin, streptomycin, etc.
- B. To prevent disease, e.g. measles, rubella, polio, mumps, small pox
- C. To stop pain, e.g. ether, nitrous oxide.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

ON AND CONTROL OF DRUG PROBLEMS

GRADE: 2

CONTENTS	ACTIVITIES	RESOURCES
There are several factors important to maintain health. A. Responsible care of oneself. B. Refusal to use unknown substances. C. Refusal to accept dares. D. Following and understanding rules and laws to protect our health and safety. 1. Stoplights 2. Food, milk, and water regulations	Tell students what to do if they find candy, fruit, or pills in a public place. Examine a milk carton for pasteurization and date. Examine local water purity requirements.	Visit reservoir Visit water filtration plant
Prescription drugs A. Definition of drugs 1. Items used in diagnosis, cure, treatment and prevention of disease. B. Proper use 1. Reason for taking drug 2. Proper dosage 3. Take only on order from doctor 4. Destroy left-over prescription medicine unless advised otherwise by doctor	List examples of drugs which come from plants, animals, minerals, or those developed in labs. Emphasize that drugs are to be taken for a special need. Discuss what is included on a prescription, e.g. patient name and address, name of medicine, amount and dosage, refills, signature of doctor and date.	Films: "To Save Your Life", Eli, Lilly & Co. Exhibits and A.V. Department, Indianapolis, Ind. 46206 "Prescribed and Non-Prescribed Medicine - Types and Uses", National Center for Health Statistic Series 10, No. 39, U.S. Dept. of Health, Education and Welfare, Washington, D.D. 20201
Modern drugs and their contributions A. Anti-infection drugs B. Vaccines C. Anesthetics	Explain purpose A. To stop infection - penicillin, streptomycin, etc. B. To prevent disease, e.g. measles, rubella, polio, mumps, small pox C. To stop pain, e.g. ether, nitrous oxide.	

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
	IV. Men and their discoveries A. Research techniques B. Medical History	Discuss lives of: Salk Jenner Koch Fleming Ehrlich

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 2

CONTENTS

- IV. Men and their discoveries**
A. Research techniques
B. Medical History

ACTIVITIES

Discuss lives of:
Salk
Jenner
Koch
Fleming
Ehrlich

RESOURCES

Write to Parke Davis & Co.
for pictures of events of
medical history.

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS	CONTENTS	ACTIVITIES
I. Drug products, household substances, and environmental factors affect health.	I. Drugs when used properly may benefit the individual. A. Helpful Drugs - medicine that controls disease and relieves pain. B. Some drugs used in early days are now used in refined forms, e.g. digitalis, quinine, etc. C. Because of helpful drugs: 1. People live longer 2. We can control communicable disease. 3. Drugs have made surgery safer and painless.	Ask the nurse to discuss and show instruments used by physicians, e.g. stethoscope, otoscope, syringe, and other equipment used in examination or treatment. Survey the number of drugs, home remedies used for the common cold. What purpose do they serve?
II. Drugs are chemical substances and can be harmful if not properly used.	II. Directions given by doctor for the use of prescription drugs should be followed carefully. A. Overdoses can be harmful. B. Medicines should be kept out of the reach of young children. C. All drugs should be stored in medicine chests that can be locked. D. Parents or adults must supervise their children's use of all drugs including use of aspirin, vitamins and external antiseptics.	Life expectancy in United States is over 70 years. Compare incidence of communicable disease in 1900 as compared to present. With a parent, evaluate the contents of a medicine chest. Dispose of old medicines, unlabeled bottles, outdated external antiseptics, e.g. Iodine Role play situations as parents, doctor-nurse administering medication, showing why proper attention to dosage, reactions are important.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 3

CONTENTS	ACTIVITIES	RESOURCES
I. Drugs when used properly may benefit the individual. A. Helpful Drugs - medicine that controls disease and relieves pain. B. Some drugs used in early days are now used in refined forms, e.g. digitalis, quinine, etc. C. Because of helpful drugs: 1. People live longer 2. We can control communicable disease. 3. Drugs have made surgery safer and painless. II. Directions given by doctor for the use of prescription drugs should be followed carefully. A. Overdoses can be harmful. B. Medicines should be kept out of the reach of young children. C. All drugs should be stored in medicine chests that can be locked. D. Parents or adults must supervise their children's use of all drugs including use of aspirin, vitamins and external antiseptics.	Ask the nurse to discuss and show instruments used by physicians, e.g. stethoscope, otoscope, syringe, and other equipment used in examination or treatment. Survey the number of drugs, home remedies used for the common cold. What purpose do they serve? Life expectancy in United States is over 70 years. Compare incidence of communicable disease in 1900 as compared to present. With a parent, evaluate the contents of a medicine chest. Dispose of old medicines, unlabeled bottles, outdated external antiseptics, e.g. Iodine Role play situations as parents, doctor-nurse administering medication, showing why proper attention to dosage, reactions are important.	Make scrap books or bulletin boards of medicine advertising (exaggerated claims) Collect information on early ideas about medicine, especially in relation to magic. Other such information from the Hartford Insurance Co.

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS	CONTENTS	ACTIVITIES
I. Man has used drugs in one form or another for thousands of years.	I. Early use of drugs was associated with magic. A. Pain was once thought to be caused by demons. B. Pain relieving drugs were considered to have magical qualities. C. Ancient cultures developed pain relieving drugs from plants.	Which drugs used today are derived from plants? Curare - a muscle relaxant Digitalis - Foxglove - blood vessel dilation Ephedrine - a stimulant - constricts small arteries Penicillin - anti-bacterial drug Quinine - cinchona bark - anti-malarial
II. Drugs play an important role in the control of disease.	II. Survival and comfort drugs A. Insulin B. Allergy drugs I. Drugs may destroy some disease germs, control body reactions, relieve pain, and affect a person's mood. A. Sulfanilamides help to destroy disease causing bacteria. B. Drugs can control body reactions, e.g. convulsion in epilepsy. C. Drugs can relieve pain - range from aspirin to powerful addicting opiates.	Discuss how drugs play important role in surgery, dentistry, and childbirth, as anesthetics to disinfect surgical instruments and dressings

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 4

	<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
ne u-	I. Early use of drugs was associated with magic. A. Pain was once thought to be caused by demons. B. Pain relieving drugs were considered to have magical qualities. C. Ancient cultures developed pain relieving drugs from plants.	Which drugs used today are derived from plants? Curare - a muscle relaxant Digitalis - Foxglove - blood vessel dilation Ephedrine - a stimulant - constricts small arteries Penicillin - anti-bacterial drug Quinine - cinchona bark - anti-malarial	Druggist to visit class
role	II. Survival and comfort drugs A. Insulin B. Allergy drugs I. Drugs may destroy some disease germs, control body reactions, relieve pain, and affect a person's mood. A. Sulfanilamides help to destroy disease causing bacteria. B. Drugs can control body reactions, e.g. convulsion in epilepsy. C. Drugs can relieve pain - range from aspirin to powerful addicting opiates.	Discuss how drugs play important role in surgery, dentistry, and child-birth, as anesthetics to disinfect surgical instruments and dressings	

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

- III. Each person must take responsibility for maintaining and safeguarding his own health.

CONTENTS

- I. Good health includes mental (emotional) and physical well-being.
 - A. Unpleasant moods can produce stress and physical discomfort
 - B. Emotional health as contributing to security and satisfaction.
 - C. Social health as influencing friends and activities.
- II. Problems of drug abuse may be avoided:
 - A. By making wise choice based on accurate information.
 - B. By knowing and respecting the laws.
 - C. Recognizing that the normal healthy person usually does not need regular medication.
 - D. By recognition of everyone's responsibility in the prevention of drug misuse.
 - E. Drugs can be producers of moderate pleasure and comfort

ACTIVITIES

Discuss the meaning of good health.

Have pupils keep a weekly chart of rules they follow to maintain good health.

Ask children to discuss what they do when they feel lonely, lose a contest are unhappy, afraid or jealous.

Talking out feelings - develop buzz groups on the effects good and poor health have on many aspects of our life.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

ION AND CONTROL OF DRUG PROBLEMS

GRADE: 4

CONTENTS

ACTIVITIES

RESOURCES

- I. Good health includes mental (emotional) and physical well-being.
 - A. Unpleasant moods can produce stress and physical discomfort
 - B. Emotional health as contributing to security and satisfaction.
 - C. Social health as influencing friends and activities.
- II. Problems of drug abuse may be avoided:
 - A. By making wise choice based on accurate information.
 - B. By knowing and respecting the laws.
 - C. Recognizing that the normal healthy person usually does not need regular medication.
 - D. By recognition of everyone's responsibility in the prevention of drug misuse.
 - E. Drugs can be producers of moderate pleasure and comfort

Discuss the meaning of good health.

Have pupils keep a weekly chart of rules they follow to maintain good health.

Ask children to discuss what they do when they feel lonely, lose a contest, are unhappy, afraid or jealous.

Talking out feelings - develop buzz groups on the effects good and poor health have on many aspects of our life.

Have students write for information to Food and Drug Administration and the U.S. Dept. of Agriculture.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
I. Prescription drugs can only be legally purchased with a doctor's prescription.	I. Why is the physician the only one who should prescribe drugs?	
II. Non-prescription drugs may be bought without a doctor's prescription. Many of them contain a warning label.	II. Who are some of the people called "Doctor" but are not medical doctors and therefore cannot prescribe drugs?	Discuss examples – pharmacists, chiropractors, podiatrists, optometrists and college professors – and their specialized functions.
	I. The most prevalent over-the-counter drugs, e.g. A. Aspirin, Bufferin B. Sleeping pills C. Cough medicine	Have student make lists of patent medications used for colds, headaches, upset stomachs, etc.
	II. Some adults abuse drugs by taking medication for every minor discomfort (use "over-the-counter" medicines wisely) A. What effects do drugs have on the body? B. What are the psychological effects?	Collect advertisements concerning health cures and treatments. Try to evaluate them. Report conclusions to class. Have children write for further information on drugs, medications, medical research. Draw or paint posters of warnings concerning dangerous substances commonly found in the home.
III. Drugs are chemical substances which can be harmful if not properly used.	I. Some misused drugs A. Nicotine B. Alcohol C. Glue D. Caffeine II. Some reasons for drug use A. Feeling of rejection B. Poor self-image C. Inability to handle frustration.	

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 5

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
I. Why is the physician the only one who should prescribe drugs?	Discuss examples – pharmacists, chiropractors, podiatrists, optometrists and college professors – and their specialized functions.	Local pharmacists to visit classroom to discuss uses and misuses of medicine.
II. Who are some of the people called "Doctor" but are not medical doctors and therefore cannot prescribe drugs?	Discuss examples – pharmacists, chiropractors, podiatrists, optometrists and college professors – and their specialized functions.	Articles from newspapers and magazines telling of people who have misused medicines or drugs.
I. The most prevalent over-the-counter drugs, e.g. A. Aspirin, Bufferin B. Sleeping pills C. Cough medicine	Have student make lists of patent medications used for colds, headaches, upset stomachs, etc.	"The Medicine Your Doctor Prescribes" Pharmaceutical Mfrs. Assn. 1155 Fifteenth St. Washington, D. C. 20005
II. Some adults abuse drugs by taking medication for every minor discomfort (use "over-the-counter" medicines wisely) A. What effects do drugs have on the body? B. What are the psychological effects?	Collect advertisements concerning health cures and treatments. Try to evaluate them. Report conclusions to class. Have children write for further information on drugs, medications, medical research.	"Respect For Drugs" Superintendent of Documents U.S.Gov't. Printing Office Washington, D.C. 20402.
I. Some misused drugs A. Nicotine B. Alcohol C. Glue D. Caffeine	Draw or paint posters of warnings concerning dangerous substances commonly found in the home.	Cohen, Sidney, "The Drug Dilemma", McGraw-Hill Book Co., 330 W. 42 St. New York, N.Y. 10036
II. Some reasons for drug use A. Feeling of rejection B. Poor self-image C. Inability to handle frustration.	Draw or paint posters of warnings concerning dangerous substances commonly found in the home.	Drugs The Children Are Using, National Instructional Television Ctr. Box A, Bloomington, Ind. 47401

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

CONTENTS

ACTIVITIES

- D. Lack of sense of achievement.
- E. Poor Parental relationship
- F. Lack of guidance, warmth
- G. Lack of knowledge of dangers involved
- H. Peer pressure (taking a dare)

- III. Prevention and alternatives
 - A. Well educated and well informed students and parents about dangers of use and misuse.
 - B. Satisfying needs directly and in positive ways

Bring in medicine advertisements and analyze them with respect to their influence upon our attitudes about medicine, drugs, pain, anxiety, etc.

Role play various ways people react to frustration, anxiety and problem situations

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 5

CONTENTS

ACTIVITIES

RESOURCES

- D. Lack of sense of achievement.
- E. Poor Parental relationship
- F. Lack of guidance, warmth
- G. Lack of knowledge of dangers involved
- H. Peer pressure (taking a dare)

III. Prevention and alternatives

- A. Well educated and well informed students and parents about dangers of use and misuse.
- B. Satisfying needs directly and in positive ways

Bring in medicine advertisements and analyze them with respect to their influence upon our attitudes about medicine, drugs, pain, anxiety, etc.

Role play various ways people react to frustration, anxiety and problem situations

Film: "Understanding Stresses and Strains", Upjohn-Disney Health Series, Walt Disney Educational Materials Co., 666 Buse Hwy, Park Ridge, Ill. 60068

Filmstrip: "Drug Misuse And Your Health", Society for Visual Education 1345 Diversey Parkway Chicago, Ill. 60604

Irwin, Farnsworth, Fraumeni, "Finding Your Way, Understanding Your Needs, Choosing Your Goals", Lyons and Carnahan 407 E. 25 St. Chicago, Ill. 60616

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS	CONTENTS	ACTIVITIES
I. Behavior patterns influence health.	I. Behavior A. Effects of drugs on athletic ability B. Unavoidable consequences C. Reinforce necessity of accepting responsibility for consequences - II. Peer Group Behavior A. Unconscious motivations that determine behavior B. Faddism C. Maintaining individuality within group setting and group action	Discuss consequences of misusing drugs
II. Every individual has worth.	I. Individual Behavior A. Factors influencing self B. Factors influencing others	Discuss how feelings of self-worth, sense of responsibility, and friendliness are necessary to our social development.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 6

CONTENTS	ACTIVITIES	RESOURCES
I. Behavior A. Effects of drugs on athletic ability B. Unavoidable consequences C. Reinforce necessity of accepting responsibility for consequences -	Discuss consequences of misusing drugs	Food & Drug Administration Dept. of Health, Education & Welfare, Washington, D.C; 20204 U.S. Dept. of Agriculture Washington, D.C. 20505
II. Peer Group Behavior A. Unconscious motivations that determine behavior B. Faddism C. Maintaining individuality within group setting and group action		Bureau of Narcotics & Dangerous Drugs, U.S. Dept. of Justice Washington, D.C. 20537 National Institutes of Mental Health Public Information Branch 5454 Wisconsin Avenue Chevy Chase, Md. 20015
III. Individual Behavior A. Factors influencing self B. Factors influencing others	Discuss how feelings of self-worth, sense of responsibility, and friendliness are necessary to our social development.	Films: "Understanding Stresses & Strains" Upjohn-Disney Educ. Materials Co. 666 Busse Hwy. Park Ridge, Ill. 60068 "Your Child's Sense of Responsibility" Public Affairs Committee, Inc. 381 Park Avenue South New York, N.Y. 10016 (Teacher pamphlet)

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
III. There are many uses of drugs in society.	I. Marijuana A. Sources B. Effects C. Recent research II. Stimulants A. Pep pills, amphetamines B. Socially acceptable uses 1. diet control C. Socially unacceptable uses 1. altering of mood - misuse (self-medication) D. Consequences that must be accepted in both socially acceptable and unacceptable uses. III. Depressants A. Licit Uses 1. inducing sleep 2. pain reliever 3. relieve anxiety B. Illicit Uses 1. altering of mood 2. misuse (self-medication) C. Consequences that must be accepted in both licit and illicit uses. IV. Curiosity A. Importance of - to intellectual and emotional growth B. Understanding need to accept consequences of curious behavior	Have pupils investigate recent publications dealing with marijuana, and have them report to the class. Have pupils set up a bulletin board, i.e. characteristics of glue sniffing Use creative writing in constructing short plays or scenes for role playing. Discuss film, "What To Do About Upset Feelings".

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

IDENTIFICATION AND CONTROL OF DRUG PROBLEMS

GRADE: 6

CONTENTS

ACTIVITIES

RESOURCES

Marijuana

- A. Sources
- B. Effects
- C. Recent research

Have pupils investigate recent publications dealing with marijuana, and have them report to the class.

Curriculum Materials Center
Parsippany-Troy Hills Bd. of Ed.
Books and pamphlets for teachers and pupils.

I. Stimulants

- A. Pep pills, amphetamines
- B. Socially acceptable uses
 - 1. diet control
- C. Socially unacceptable uses
 - 1. altering of mood
misuse (self-medication)
- D. Consequences that must be accepted in both socially acceptable and unacceptable uses.

Have pupils set up a bulletin board, i.e. characteristics of glue sniffing

Filmstrip:
"Marijuana"
"Sedatives"
"Narcotics"

Use creative writing in constructing short plays or scenes for role playing.

Discuss film, "What To Do About Upset Feelings".

Film:
"What To Do About Upset Feelings", Coronet Films

II. Depressants

- A. Licit Uses
 - 1. inducing sleep
 - 2. pain reliever
 - 3. relieve anxiety
- B. Illicit Uses
 - 1. altering of mood
 - 2. misuse (self-medication)
- C. Consequences that must be accepted in both licit and illicit uses.

V. Curiosity

- A. Importance of - to intellectual and emotional growth
- B. Understanding need to accept consequences of curious behavior

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS	CONTENTS	ACTIVITIES
I. There are many uses and abuses of drugs.	I. Medical Uses II. Dangers of Abuse III. Type of Dependence	The following suggestions may be used in conjunction with the curriculum guides in Civics, Health, Human Relations:
II. It is important to understand the implications of drug abuse.	I. Social Implications A. Economic consequences B. Anti-social and criminal behavior C. Legalities II. Personal Implications A. Waste of human resources B. Legal consequences of criminal conviction C. Emotional dependency	Use "Drug Abuse" filmstrip as initiatory activity in introducing the Health Unit on Drugs. Discuss what happens to a person if: .. he is caught possessing an illegal drug. .. he is caught using an illegal drug. .. he is caught selling an illegal drug.
III. Each person must develop a positive attitude toward self and others.		Discuss laws on all levels, i.e. local, state, and federal, emphasizing recent court decisions.
IV. There are indisputable facts essential in understanding drugs.	I. Narcotic Drugs A. Opium and its derivatives 1. morphine (paregoric) 2. heroin 3. codeine 4. synthetic substitutes for morphine a. methadone b. demarol	Discuss what happens to a person who uses illegal drugs, i. e. physically, emotionally, and psychologically. Does his use of the drug change his self image? Discuss how it affects his relationships with his peers, teacher, parents, and society. Do his attitudes toward these people change? Discuss how physical activities can affect your mental attitude.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 7

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
I. Medical Uses II. Dangers of Abuse III. Type of Dependence	The following suggestions may be used in conjunction with the curriculum guides in Civics, Health, Human Relations:	
I. Social Implications A. Economic consequences B. Anti-social and criminal behavior C. Legalities II. Personal Implications A. Waste of human resources B. Legal consequences of criminal conviction C. Emotional dependency	Use "Drug Abuse" filmstrip as initiatory activity in introducing the Health Unit on Drugs. Discuss what happens to a person if: .. he is caught possessing an illegal drug. .. he is caught using an illegal drug. .. he is caught selling an illegal drug. Discuss laws on all levels, i.e. local, state, and federal, emphasizing recent court decisions.	Filmstrip: "Drug Abuse" (recommended) <u>Drug Abuse: A Reference For Teachers</u> , N.J. Dept. of Education Caldwell Penitentiary Deputy Warden, Marchini Tel. No. 226-2050 (Counselors are available for school assemblies)
I. Narcotic Drugs A. Opium and its derivatives 1. morphine (paregoric) 2. heroin 3. codeine 4. synthetic substitutes for morphine a. methadone b. demarol	Discuss what happens to a person who uses illegal drugs, i. e. physically, emotionally, and psychologically. Does his use of the drug change his self image? Discuss how it affects his relationships with his peers, teacher, parents, and society. Do his attitudes toward these people change? Discuss how physical activities can affect your mental attitude.	Write to the U.S. Customs Bureau to obtain information about measures to prevent smuggling of drugs - Bureau of Customs, U.S. Treasury Dept., Washington, D.C. 20220

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

CONTENTS

ACTIVITIES

B. Barbituates and Tranquilizers

1. phenobarbital
2. seconal
3. miltown

C. Marijuana and Hashish

D. Stimulants

1. cocaine
2. amphetamines
3. hallucenogenics
 - a. LSD
 - b. peyote
 - c. DMT

E. Deliriants

1. airplane glue
2. gasoline
3. marker fluid
4. underarm deodorant
5. paint thinner
6. freon

How can negative emotional responses be redirected and modified?

List ways in which people may deceive themselves in order to meet some uncomfortable situation.

What are some of the factors which arise between parents and children to create problems?

How can a "Drug Problem" within the family put a strain on family life?

What are some of the common ways people try to escape problems?

What alternatives would you (pupils) suggest to the use of drugs?

Research Projects

1. How is methadone being used in the rehabilitation of drug addicts?
2. Current research concerning either marijuana, stimulants or deliriants
3. Have panel discussions concerning factual reports on the effects of marijuana, LSD, glue sniffing, etc.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

ION AND CONTROL OF DRUG PROBLEMS

GRADE: 7

CONTENTS	ACTIVITIES	RESOURCES
B. Barbituates and Tranquilizers 1. phenobarbital 2. seconal 3. miltown C. Marijuana and Hashish D. Stimulants 1. cocaine 2. amphetamines 3. hallucenogenics a. LSD b. peyote c. DMT E. Deliriant 1. airplane glue 2. gasoline 3. marker fluid 4. underarm deodorant 5. paint thinner 6. freon	How can negative emotional responses be redirected and modified? List ways in which people may deceive themselves in order to meet some uncomfortable situation. What are some of the factors which arise between parents and children to create problems? How can a "Drug Problem" within the family put a strain on family life? What are some of the common ways people try to escape problems? What alternatives would you (pupils) suggest to the use of drugs? <u>Research Projects</u> 1. How is methadone being used in the rehabilitation of drug addicts? 2. Current research concerning either marijuana, stimulants or deliriant. 3. Have panel discussions concerning factual reports on the effects of marijuana, LSD, glue sniffing, etc.	Morris County After-Care Clinic Morristown, New Jersey

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS	CONTENTS	ACTIVITIES
V. Emotions are basic to everyone. A. Expressed emotions create different reactions in people.	I. Problems are common to all people. How we respond to these problems is important to personality development. A. Emotions 1. what are they? 2. how are they expressed? 3. what effects do they have on yourself, peers, teachers, parents and society? 4. what are some common reactions to expressed emotions?	Have students discuss how they feel physically when overwhelmed by emotion. Make a list of positive and negative traits, and discuss how these can be used to develop an attractive personality. Create a role playing situation in which a number of students demonstrate various responses to emotional situations.
VI. Effective communication helps understanding.	I. Communication A. What is effective communication? B. How will the lack of effective communication influence our lives? C. Why is it difficult for some people to communicate their feelings?	Use any story, book, or article dealing with effective communication or the lack of effective communication. Discuss communication as it applies to peers, parents, and teachers. Discuss why some adolescents would rather seek advice from friends than from parents or teachers. Role play situations, created by the students, that portray effective communication.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

VENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 7

CONTENTS

ACTIVITIES

RESOURCES

- I. Problems are common to all people. How we respond to these problems is important to personality development.

A. Emotions

1. what are they?
2. how are they expressed?
3. what effects do they have on yourself, peers, teachers, parents and society?
4. what are some common reactions to expressed emotions?

Have students discuss how they feel physically when overwhelmed by emotion.

Make a list of positive and negative traits, and discuss how these can be used to develop an attractive personality.

Create a role playing situation in which a number of students demonstrate various responses to emotional situations.

Curriculum Materials Center
Parsippany-Troy Hills Bd. of Ed.

Consult your school library for list of books

I. Communication

- A. What is effective communication?
- B. How will the lack of effective communication influence our lives?
- C. Why is it difficult for some people to communicate their feelings?

Use any story, book, or article dealing with effective communication or the lack of effective communication.

Discuss communication as it applies to peers, parents, and teachers.

Discuss why some adolescents would rather seek advice from friends than from parents or teachers.

Role play situations, created by the students, that portray effective communication.

Tape
"The Choice Is Yours"

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

CONTENTS

ACTIVITIES

D. What role does mass media play
in drug abuse?

How do advertisements affect what
drugs we use?

Discuss whether all ads are completely
honest in what they say. Give ex-
amples.

What popular songs of current vintage
have drugs as their theme?

Which ones praise drugs?

Which ones point out the dangers of
drugs?

Have children make bulletin board
displays.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 7

CONTENTS

- D. What role does mass media play in drug abuse?

ACTIVITIES

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Discuss whether all ads are completely honest in what they say. Give examples.

What popular songs of current vintage have drugs as their theme?

Which ones praise drugs?

Which ones point out the dangers of drugs?

Have children make bulletin board displays.

RESOURCES

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
Each culture establishes standards of behavior	I. Meaning placed by society on substance-oriented behaviors II. Acceptable and unacceptable drug-oriented behaviors. III. Substances with proven scientific or biological value. IV. Religious, medicinal, or social importance of the drugs. V. "Frequency of Use" Factor VI. Meanings placed on behavior by the individual.	Creative writing possibilities. Allow students to examine their own stereotypes and those of other cultures by showing picture, slide, or transparency of stereotyped image, i.e. "bums", "drunkards", "dope addicts". Write stories, descriptions, etc. on students' reactions. Examine for dangerous or erroneous stereotypes. Why do people view such behavior as they do? Student research and report on a comprehensive list of both scientifically valuable and substances with no proven value Discuss the sociological implications of the chewing of coca leaves by the Indians of the Andean region of South America. Discuss the legal and sociological aspects of the use of mescaline in such sects as the North American native American Church

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 BLOCK - HEALTH

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
I. Meaning placed by society on substance-oriented behaviors	Creative writing possibilities. Allow students to examine their own stereotypes and those of other cultures by showing picture, slide, or transparency of stereotyped image, i.e. "bums", "drunkards", "dope addicts". Write stories, descriptions, etc. on students' reactions.	
II. Acceptable and unacceptable drug-oriented behaviors.	Examine for dangerous or erroneous stereotypes. Why do people view such behavior as they do?	
III. Substances with proven scientific or biological value.	Student research and report on a comprehensive list of both scientifically valuable and substances with no proven value	
IV. Religious, medicinal, or social importance of the drugs.	Discuss the sociological implications of the chewing of coca leaves by the Indians of the Andean region of South America. Discuss the legal and sociological aspects of the use of mescaline in such sects as the North American native American Church	Goddard, "Social Factors Associated with Coca Use In The Andean Region", International Journal of Addictions, Dec. 1969.
V. "Frequency of Use" Factor		
VI. Meanings placed on behavior by the individual.		

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
II. Each culture produces methods and institutions to transmit, enforce and reinforce standards of behavior.	VII. Effects of "Frequency of Use" and meaning on level of functioning of individual.	Examine the meanings and "frequency of use" factor inherent in "social user", "problem drinker", "alcoholic", "drunkard".
	VIII. Legal response of a culture.	Students research laws throughout the cultural areas concerning substance abuse.
	I. Family unit establishes standards	Discuss the effects of various cultural patterns in various areas of the world on adolescents. Compare to American.
	II. The School transmits and reinforces cultural attitudes.	Examine the objectives and goals of Parsippany as stated in the various sources.
	III. The Church establishes moral and ethical standards.	Speakers - Priests, Rabbis, Ministers Topic - "What Role Does The Church Play In The Everyday Lives of People"
	IV. Mass media as transmitter of social attitudes and cultural values.	Examine role of religion and superstition in lives of peoples of other modern and primitive cultures.
		Examine social attitudes toward: . . . success . . . happiness . . . maleness . . . femaleness . . . family relations as expressed in TV shows, magazines and advertisements.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

AND CONTROL OF DRUG PROBLEMS

GRADE: 8 BLOCK - HEALTH

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
ffects of "Frequency of Use" and eaning on level of functioning of dividual.	Examine the meanings and "frequen- cy of use" factor inherent in "social user", "problem drinker", "alcoholic", "drunkard".	
gal response of a culture.	Students research laws throughout the cultural areas concerning substance abuse.	World Health Organization Studies.
mily unit establishes standards	Discuss the effects of various cultural patterns in various areas of the world on adolescents. Compare to Ameri- can.	
e School transmits and reinforces tural attitudes.	Examine the objectives and goals of Parsippany as stated in the various sources.	Parsippany's: . . .report card philosophies . . .student handbooks . . .prefaces to curriculum guides . . .student expectations
e Church establishes moral and nical standards.	Speakers - Priests, Rabbis, Ministers Topic - "What Role Does The Church Play In The Everyday Lives of People?" Examine role of religion and super- stition in lives of peoples of other modern and primitive cultures.	Margaret Mead, "Growing Up In Samoa";
ass media as transmitter of social titudes and cultural values.	Examine social attitudes toward: . . .success . . .happiness . . .maleness . . .femaleness . . .family relations as expressed in TV shows, magazines and advertisements.	

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
III. Deviance from generally accepted standards of behavior produce predictable consequences	V. Effects of media on inducing or deterring drug-oriented behavior.	Compare TV drug commercial under current promises to actual value and effects.
	VI. How can the peer group affect general societal attitudes and individual behaviors?	Have students list two categories: . . . what I expect and need from friends. . . . what I give each day to my friends. Compare among class members.
	VII. Methods of transmitting attitudes of a sub-culture.	Examine student music, literature, and entertainment as elements of a sub-culture
	I. Sub-cultures A. Identifiable characteristics B. Ideals of the sub-culture C. Realities faced by the sub-culture.	Examine the nature and elements of sub-cultures in cultural areas.
	II. Response of general culture to attitudes and values of sub-culture	Collect myths, artifacts, art, etc. of genuine sub-cultures from the cultural areas.
	III. Response of sub-culture to attitudes and values of general culture.	Create collages of alienated and accepted individuals in the cultural areas.
		Creative writing possibilities from collages or from selected slides or transparencies.
		Additional: Write a play with theme of conflict among sub-cultures and/or generations. Attempt to reconcile all characters' attitudes and values at end of play.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

VENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 BLOCK - HEALTH

CONTENTS

ACTIVITIES

RESOURCES

V. Effects of media on inducing or deterring drug-oriented behavior.

Compare TV drug commercial under current promises to actual value and effects.

VI. How can the peer group affect general societal attitudes and individual behaviors?

Have students list two categories:
 . . . what I expect and need from my friends.
 . . . what I give each day to my friends. Compare among class members.

VII. Methods of transmitting attitudes of a sub-culture.

Examine student music, literature, and entertainment as elements of a sub-culture

I. Sub-cultures

- A. Identifiable characteristics
- B. Ideals of the sub-culture
- C. Realities faced by the sub-culture.

Examine the nature and elements of sub-cultures in cultural areas.

Collect myths, artifacts, art, etc. of genuine sub-cultures from the culture areas.

II. Response of general culture to attitudes and values of sub-culture

Create collages of alienated and accepted individuals in the cultural areas.

III. Response of sub-culture to attitudes and values of general culture.

Creative writing possibilities from collages or from selected slides or transparencies.

Additional: Write a play with theme of conflict among sub-cultures and/or generations. Attempt to reconcile all characters' attitudes and values at end of play.

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

CONTENTS

ACTIVITIES

IV. Conflicts between group attitudes and values.

Role play conflicts between generations or between culture and sub-culture.

V. Possible methods of resolving conflict.

VI. Anti-social behavior

A. Definition

B. Development of attitudes towards anti-social behavior.

Role play selected anti-social behaviors i.e. bombers, thieves, child abusers, kidnappers, pushers, hijackers, etc. Decide what society's response should be toward each.

VII. Sanctions against anti-social behavior.

Research laws concerning some of the above anti-social behaviors.

VIII. Predictable consequence of anti-social behavior.

Establish class standards of justice to be exercised against the above anti-social behaviors.

IX. Psychological and sociological pressure on "deviant" individuals.

Students to research films, TV, literature for examples of guilt, rejection, anxiety, social ostracism, fear, etc. brought about because of individual or group anti-social behavior. Lead class in discussion of their material.

Students list or create examples of situations which would produce above feelings.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 BLOCK - HEALTH

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
IV. Conflicts between group attitudes and values.	Role play conflicts between generations or between culture and sub-culture.	
V. Possible methods of resolving conflict.		
VI. Anti-social behavior A. Definition B. Development of attitudes towards anti-social behavior.	Role play selected anti-social behaviors i.e. bombers, thieves, child abusers, kidnappers, pushers, hijackers, etc. Decide what society's response should be toward each.	
VII. Sanctions against anti-social behavior.	Research laws concerning some of the above anti-social behaviors.	
VIII. Predictable consequence of anti-social behavior.	Establish class standards of justice to be exercised against the above anti-social behaviors.	
IX. Psychological and sociological pressure on "deviant" individuals.	Students to research films, TV, literature for examples of guilt, rejection, anxiety, social ostracism, fear, etc. brought about because of individual or group anti-social behavior. Lead class in discussion of their material. Students list or create examples of situations which would produce above feelings.	

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
IV. Attitudes and values concerning behavior may be widely divergent among differing cultures.	I. Drugs used II. Frequency of use III. Non-drug oriented alternatives available within the culture	Students to research substances used for pleasure or escape in cultural regions of the world. Examine stereotypes and true pictures of substance abusers in separate cultural areas of the world. Create collage showing the effects of not performing certain basic human functions, i.e. not eating, no clean environment, poor health causes of careless accidents, etc. Research other cultures for behaviors accepted for Americans, but not others, i.e. public signs of affection, staying out late at night, moving home at age 18, etc.
V. Environment may be a factor in producing drug-oriented behavior among the members of a culture.	I. Causes of drug-oriented behavior II. Factors affecting production, distribution and/or availability. A. Geographical B. Historical C. Political	Search a specific culture for evidence or possible situations in which causes for substance abuse might be present. Investigate climatic or agricultural possibilities for either wild or cultivated growth of certain substances. Examine the marijuana production and use situation in Mexico. Decide on problems to the U.S. Chart the amounts and costs of drug smuggling from Mexico (or any other cultural area) into the U.S.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

IDENTIFICATION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 BLOCK - HEALTH

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
I. Drugs used	Students to research substances used for pleasure or escape in cultural regions of the world.	
II. Frequency of use	Examine stereotypes and true pictures of substance abusers in separate cultural areas of the world. Create collage showing the effect of not performing certain basic human functions, i.e. not eating, no clean air, no clean environment, poor health, causes of careless accidents, etc.	
III. Non-drug oriented alternatives available within the culture	Research other cultures for behaviors accepted for Americans, but not for others, i.e. public signs of affection, staying out late at night, moving from home at age 18, etc.	
I. Causes of drug-oriented behavior	Search a specific culture for evidences or possible situations in which causes for substance abuse might be prevalent.	Handbook Chart, <u>Some Causes of Drug Abuse</u>
II. Factors affecting production, distribution and/or availability.	Investigate climatic or agricultural possibilities for either wild or cultivated growth of certain substances.	Bureau of Customs, U.S. Treasury Dept., Washington, D.C. 20220
A. Geographical		
B. Historical		
C. Political	Examine the marijuana production and use situation in Mexico. Decide added problems to the U.S. Chart the types amounts and costs of drug smuggling from Mexico (or any other cultural area) into the U.S.	

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS

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ACTIVITIES

III. Goals of the individual in a survival-oriented society

IV. Goals of the individual in a non-survival oriented society

What laws were enacted to combat drug smuggling between the two countries?

What political or legal agreements have been created to combat the situation?

How successful have they been?

Read and discuss some applicable contemporary short story authors and poets who examine themes such as alienation, emptiness, loneliness, rejection, impediments to communication.

Examine contemporary American society for purposes and goals.

Contrast to less affluent societies of the world in which purposes are enforced, i.e. grow food, hunt, build shelters, protect self from environment, or perish.

Debate: "Contemporary Man Has Developed A Thing-Oriented (Materialistic) Rather Than A People-Oriented (Humanistic) Society."

Develop with the class potential solutions and techniques to deal with the problems emanating from the above debate.

Have students construct charts of a day's (or week's) activities. Examine as to which....are necessary to survival? are comfort producing?....are liesure time activity?.....are escapist in nature?

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VENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 BLOCK - HEALTH

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
III. Goals of the individual in a survival-oriented society	What laws were enacted to combat drug smuggling between the two countries? What political or legal agreements have been created to combat the situation? How successful have they been? Read and discuss some applicable contemporary short story authors and poets who examine themes such as alienation, emptiness, loneliness, rejection, impediments to communication. Examine contemporary American society for purposes and goals. Contrast to less affluent societies of the world in which purposes are enforced, i.e. grow food, hunt, build shelters, protect self from environment, or perish.	
IV. Goals of the individual in a non-survival oriented society	Debate: "Contemporary Man Has Developed A Thing-Oriented (Materialistic) Rather Than A People-Oriented (Humanistic) Society." Develop with the class potential solutions and techniques to deal with the problems emanating from the above debate. Have students construct charts of a day's (or week's) activities. Examine as to which....are necessary to survival? are comfort producing?....are liesure time activity?....are escapist in nature?	

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
VI. Each culture establishes certain acceptable methods of relaxing.	I. Opportunities for meaningful non-drug oriented experiences within a culture. II. Effects of modern technology on life experiences.	Create collages showing exciting possibilities for life experiences for modern technological man. Produce tape-slide presentation for the sake of entertainment. Investigate as a genuine educational topic: Leisure time activities in contemporary technological America. Concentrate on those within the perceptual range of 8th graders. Examine contemporary youth for such non-drug related life experiences.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 BLOCK - HEALTH

CONTENTS

I. Opportunities for meaningful non-drug oriented experiences within a culture.

II. Effects of modern technology on life experiences.

ACTIVITIES

Create collages showing exciting possibilities for life experiences for modern technological man.

Produce tape-slide presentations for the sake of entertainment.

Investigate as a genuine educational topic: Leisure time activities in contemporary technological America. Concentrate on those within the experiential range of 8th graders.

Examine contemporary youth culture for such non-drug related life experiences.

RESOURCES

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
I. The systems of the human body are precise mechanisms.	I. Physiological effects of the introduction of foreign substances in the human body: A. Central nervous system B. Circulatory system C. Digestive system D. Muscular system E. Excretory system F. Reproductive system II. Conditions and diseases of the body's systems - causes and effects of: A. Heart conditions B. Brain damage C. Nervous conditions D. Liver destructions III. Foreign substances that are proven scientifically to cause damage. IV. Foreign substances that are suspected scientifically to cause permanent damage. V. Effects of changes in metabolism on body systems. VI. Effects of chemical stimulation on body systems	Discuss effect of amphetamines on heart and respiratory rate. Discuss effect of glue sniffing on brain and nervous system. Discuss smoking as a causative and contributing factor to emphysema and lung cancer. Discuss inhaling noxious fumes from glue aerosol sprays, kerosene, etc. Discuss LSD and genetic damage

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

ATION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 SCIENCE-HEALTH

CONTENTS

ACTIVITIES

RESOURCES

I. Physiological effects of the introduction of foreign substances in the human body:

- A. Central nervous system
- B. Circulatory system
- C. Digestive system
- D. Muscular system
- E. Excretory system
- F. Reproductive system

Discuss effect of amphetamines on heart and respiratory rate.

Discuss effect of glue sniffing on brain and nervous system.

Film:

"Drugs and the Nervous System",
Churchill Films, 662 N. Robertson
Blvd., Los Angeles, Calif. 90069

II. Conditions and diseases of the body's systems - causes and effects of:

- A. Heart conditions
- B. Brain damage
- C. Nervous conditions
- D. Liver destructions

Discuss smoking as a causative and contributing factor to emphysema and lung cancer.

III. Foreign substances that are proven scientifically to cause damage.

Discuss inhaling noxious fumes from glue aerosol sprays, kerosene, etc.

IV. Foreign substances that are suspected scientifically to cause permanent damage.

Discuss LSD and genetic damage

V. Effects of changes in metabolism on body systems.

VI. Effects of chemical stimulation on body systems

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
II. The introduction of the same dosage of the same substance to the same person at a different point in time may cause different reactions.	I. Variable conditions in physical conditions and bodily reactions. II. Importance of dosage in drug effect. III. Setting and environment in relation to drug effect. IV. Place of user's expectations of effect.	Examine directions on drug containers for directions which warn against possible drowsiness, problems in operating machinery, etc. Establish a set of group norms for a specific set of behaviors. Students select which peer pressures they would act in accordance with.
III. Drugs can temporarily alleviate emotional discomforts.	I. Emotional discomforts of puberty. A. Anxiety B. Depression C. Fear D. Confusion E. Boredom II. Effects of popularly used substances on emotional discomforts. A. Escapism B. Alteration of mood C. Peer acceptance III. Long range effects of immediate gratification of discomfort. A. Avoiding experience with decision making. B. Impairment of thinking skills IV. Possible methods for dealing with emotional discomforts of puberty. V. Dangers of use during puberty.	Students to list and discuss examples of experience with adolescent feelings Construct a check-list of adolescent emotions Construct a check-list of methods of avoiding problems and discomforts. Write case studies of people who have not developed a specific living skill Student groups construct positive methods for helping each other feel necessary and accepted.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 - SCIENCE-HEALTH

CONTENTS

- I. Variable conditions in physical conditions and bodily reactions.
- II. Importance of dosage in drug effect.
- III. Setting and environment in relation to drug effect.
- IV. Place of user's expectations of effect.
 - I. Emotional discomforts of puberty.
 - A. Anxiety
 - B. Depression
 - C. Fear
 - D. Confusion
 - E. Boredom
 - II. Effects of popularly used substances on emotional discomforts.
 - A. Escapism
 - B. Alteration of mood
 - C. Peer acceptance
 - III. Long range effects of immediate gratification of discomfort.
 - A. Avoiding experience with decision making.
 - B. Impairment of thinking skills
- IV. Possible methods for dealing with emotional discomforts of puberty.
- V. Dangers of use during puberty.

ACTIVITIES

- Examine directions on drug containers for directions which warn against possible drowsiness, problems in operating machinery, etc.
- Establish a set of group norms for a specific set of behaviors. Students select which peer pressures they would act in accordance with.
- Students to list and discuss examples of experience with adolescent feelings.
- Construct a check-list of adolescent emotions
- Construct a check-list of methods of avoiding problems and discomforts.
- Write case studies of people who have not developed a specific living skill
- Student groups construct positive methods for helping each other feel necessary and accepted.

RESOURCES

Film:
 "Steps Toward Maturity & Health"
 Walt Disney Films, 666 Busse Hwy.
 Park Ridge, Ill. 60068

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
IV. Healthy attitudes are necessary in decision making.	I. Pharmacology of drugs A. Drug sources B. Physical effects C. Emotional effects D. Category (stimulant, etc.) E. Dosages II. Legalities of drug use and drug abuse. III. Any other areas that may need review from previous grade content.	Review and update previous information according to: . . .level of student sophistication . . .student interest . . .local situation (which drugs are now most prevalent in the area)
V. Healthy relationships provide a means of expression of feelings.	I. Development of healthy social attitudes. A. Constructive relationships with parents, siblings in school and out of school. II. Effective, satisfying boy-girl relationships. III. Relationships in cooperative and competitive activities.	Organize student groups to discuss how to cope with feelings of loneliness, isolation, worthlessness, anger, etc. Decide and discuss persons best able to help alleviate distressing feelings. Organize student groups to decide methods of expressing difficult feelings.

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IDENTIFICATION AND CONTROL OF DRUG PROBLEMS

GRADE: 8 SCIENCE-HEALTH

CONTENTS

ACTIVITIES

RESOURCES

I. Pharmacology of drugs

- A. Drug sources
- B. Physical effects
- C. Emotional effects
- D. Category (stimulant, etc.)
- E. Dosages

Review and update previous information according to:

- . . .level of student sophistication
- . . .student interest
- . . .local situation (which drugs are now most prevalent in the area)

II. Legalities of drug use and drug abuse.

III. Any other areas that may need review from previous grade content.

I. Development of healthy social attitudes.

- A. Constructive relationships with parents, siblings in school and out of school.

Organize student groups to discuss how to cope with feelings of loneliness, isolation, worthlessness, anger, etc.

II. Effective, satisfying boy-girl relationships.

Decide and discuss persons best able to help alleviate distressing feelings.

III. Relationships in cooperative and competitive activities.

Organize student groups to decide methods of expressing difficult feelings.

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
I. Drugs are classified according to their pharmacological action.	I. Drugs commonly misused have various classifications. A. Stimulants 1. definition 2. sources 3. types 4. slang terms 5. physiological and psychological effects 6. medical uses 7. undesirable long range effects due to misuse. B. Depressants (Repeat 1 - 7 above) C. Narcotics (Repeat 1 - 7 above) D. Hallucinogens (Repeat 1 - 7 above)	Provide a question box for inquiries about which pupils want information without revealing their identity. Ask class to identify when people might misuse amphetamines and when Pharmacist to discuss the various types of depressants. Discuss reasons why they are prescribed. Discuss: . . . effects of dependence . . . impairment of ability to work . . . developing of nutritional diseases. . . . promotion of mental and physical deterioration Study historical use of opium Ask students to discuss why marijuana seems to be "popular"

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PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 9

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
I. Drugs commonly misused have various classifications. A. Stimulants 1. definition 2. sources 3. types 4. slang terms 5. physiological and psychological effects 6. medical uses 7. undesirable long range effects due to misuse. B. Depressants (Repeat 1 - 7 above) C. Narcotics (Repeat 1 - 7 above) D. Hallucinogens (Repeat 1 - 7 above)	Provide a question box for inquiries about which pupils want information without revealing their identity. Ask class to identify when people might misuse amphetamines and why. Pharmacist to discuss the various types of depressants. Discuss reasons why they are prescribed. Discuss: . . . effects of dependence . . . impairment of ability to work . . . developing of nutritional diseases. . . . promotion of mental and physical deterioration Study historical use of opium Ask students to discuss why marijuana seems to be "popular"	

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS	CONTENTS	ACTIVITIES
II. Chemical substances when misused can cause permanent physical and mental damage.	I. All drugs and chemical substances have a potential for harm. A. Agents possibly harmful (depending on dose) if used only once. 1. amphetamines 2. barbiturates 3. heroin 4. LSD B. Lethal potential of some drugs taken in overdose. C. Unpredictable effects from different drugs taken simultaneously. II. Misuse of drugs may involve legal consequences. A. Penalties for illegal possession distribution use import export compounding manufacture	Discuss the following statement: "Drugs need not be bad; it is the way they are used that causes problems. Assign special reports on penalties for illegal use of drugs. A lawyer, judge, police may be of value. Trace the development of International Law from the 1909 Shanghai Conference to the Single convention of 1961 to the present. Identify problems that could arise from laws that are too severe. Evaluate benefits which society derives from regulations and laws. Discuss the effects of public opinion upon law makers.

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PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 9

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
I. All drugs and chemical substances have a potential for harm. A. Agents possibly harmful (depending on dose) if used only once. 1. amphetamines 2. barbiturates 3. heroin 4. LSD B. Lethal potential of some drugs taken in overdose. C. Unpredictable effects from different drugs taken simultaneously.	Discuss the following statement: "Drugs need not be bad; it is the way they are used that causes problems.	
II. Misuse of drugs may involve legal consequences. A. Penalties for illegal possession distribution use import export compounding manufacture	Assign special reports on penalties for illegal use of drugs. A lawyer, judge, police may be of value. Trace the development of International Law from the 1909 Shanghai Conference to the Single convention of 1961 to the present. Identify problems that could arise from laws that are too severe. Evaluate benefits which society derives from regulations and laws. Discuss the effects of public opinion upon law makers.	

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
	B. Loss of certain rights under drug conviction C. Penalties for driving under the influence of drugs.	Discuss the rights lost when a person is convicted on certain drug charges. . . .right to vote . . .ineligibility for medical school, etc. Have students collect newspaper clippings of accidents caused by alcohol or other drugs.
	III. Misuse of drugs can create: A. Damage to vital organs B. Aggravation of existing health problems. C. Masking of signs and symptoms of diseases. D. Malnutrition E. Harmful tolerance F. Dependence G. Withdrawal symptoms 1. heroin 2. barbiturates H. Harmful types of effect 1. synergistic 2. additive 3. cumulative I. Death	Define: . . .dependence . . .withdrawal . . .tolerance Explain how two drugs can actually work together to produce results. Invite psychologist and drug-tolerant student to discuss.

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<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
B. Loss of certain rights under drug conviction	Discuss the rights lost when a person is convicted on certain drug charges:	
	. . .right to vote	
C. Penalties for driving under the influence of drugs.	. . .ineligibility for medical and law school, etc.	
	Have students collect newspaper clippings of accidents caused by use of alcohol or other drugs.	
III. Misuse of drugs can create:	Define:	
A. Damage to vital organs	. . .dependence	
B. Aggravation of existing health problems.	. . .withdrawal	
C. Masking of signs and symptoms of diseases.	. . .tolerance	
D. Malnutrition	Explain how two drugs can accidentally work together to produce harmful results.	
E. Harmful tolerance		
F. Dependence	Invite psychologist and drug rehabilitated student to discuss.	
G. Withdrawal symptoms		
1. heroin		
2. barbiturates		
H. Harmful types of effect		
1. synergistic		
2. additive		
3. cumulative		
I. Death		

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
I. Chemical substances when misused can cause permanent physical and mental damage.	I. Special health problems can be related to the use both of illegal drugs, and of drugs procured illegally. A. Unpredictable reaction, resulting from unknown purity and strength of the drugs used. B. Unsanitary conditions of production. C. Danger of infection from unsanitary administration of drugs - infectious hepatitis, tetanus. D. Danger of harm to self or others when under the influence II. Legitimate drug products are medical tools to be used for specific purposes. A. Extensive use in medical practice. B. Self Medication III. Social acceptance of the use of drugs and chemicals is widespread. A. Extensive use of prescription drugs B. Extensive use of non-prescription medicines for minor aches, pains, etc. C. Appetite Control D. Use of Alcoholic beverages E. Use of caffeine, Coffee, Cola, Tea F. Use of nicotine G. Use of substances that contain valuable chemical additives.	Arrange for following 1. Board of Health representative on the problem 2. Doctor 3. Social Worker Discuss the establishment of a teen drug council. What are the negative effects of ingestion of drugs? Invite physician to discuss the content and danger of the tranquilizers, stimulants, depressants and common non-prescription drugs. Discuss how to differentiate between minor aches and pains and those that need medical attention. Discuss the possible dangers of using non-prescription drugs. Analyze the term "Social Acceptance". Evaluate the social acceptance of alcoholic beverages. How important is it? How extensive?

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PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 10

CONTENTS	ACTIVITIES	RESOURCES
I. Special health problems can be related to the use both of illegal drugs, and of drugs procured illegally. A. Unpredictable reaction, resulting from unknown purity and strength of the drugs used. B. Unsanitary conditions of production. C. Danger of infection from unsanitary administration of drugs - infectious hepatitis, tetanus. D. Danger of harm to self or others when under the influence II. Legitimate drug products are medical tools to be used for specific purposes. A. Extensive use in medical practice. B. Self Medication III. Social acceptance of the use of drugs and chemicals is widespread. A. Extensive use of prescription drugs B. Extensive use of non-prescription medicines for minor aches, pains, etc. C. Appetite Control D. Use of Alcoholic beverages E. Use of caffeine, Coffee, Cola, Tea F. Use of nicotine G. Use of substances that contain valuable chemical additives.	Arrange for following speakers: 1. Board of Health representative on the problem. 2. Doctor 3. Social Worker Discuss the establishment of a teen drug council. What are the negative effects of ingestion of drugs? Invite physician to discuss the extent and danger of the use of tranquilizers, stimulants, depressants, and common non-prescription products. Discuss how to differentiate between minor aches and pains and those that need medical attention. Discuss the possible dangers of using non-prescription medicine. Analyze the term "Social Acceptance". Evaluate the social acceptance of alcoholic beverages. How important is it? How extensive?	See Resources Appendix XXXII

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

CONCEPTS	CONTENTS	ACTIVITIES
II. Survival in contemporary society demands extensive self-discipline.	A. Relieving daily stress and tension through acceptable activities is important. A. Change of pace - physical activity vs. mental exercise B. A variety of interests C. Hobbies D. Verbal ventilation E. Directing energy and intelligence toward achievement. II. Peer acceptance should not depend upon drug misuse. III. Recognition that the use of drugs to avoid problem-solving is only temporary escape. IV. Some misuse of drugs exists among athletes.	Discuss constructive activities that may relieve tensions. Do stresses and tensions ever contribute to success? How? Identify positive interesting activities that consume excessive energy ** Discuss class opinion of the importance of peer acceptance and what determines it. Analyze why one pupil might try to persuade another to use drugs Discuss ways of resisting peer pressures. Review the qualities of a desirable personality. ** Important Concept

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GRADE: 10

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
A. Relieving daily stress and tension through acceptable activities is important.	Discuss constructive activities that may relieve tensions.	
A. Change of pace - physical activity vs. mental exercise	Do stresses and tensions ever contribute to success? How?	
B. A variety of interests		
C. Hobbies	Identify positive interesting activities that consume excessive energy	
D. Verbal ventilation		
E. Directing energy and intelligence toward achievement.		
II. Peer acceptance should not depend upon drug misuse.	** Discuss class opinion of the importance of peer acceptance and what determines it.	
	Analyze why one pupil might try to persuade another to use drugs.	
III. Recognition that the use of drugs to avoid problem-solving is only temporary escape.	Discuss ways of resisting peer group pressures.	
IV. Some misuse of drugs exists among athletes.	Review the qualities of a desirable personality.	
	** Important Concept	

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
I. There is a need for qualified personnel in drug control.	I. Essential people needed to make control effective: A. Scientists B. Doctors and Dentists C. Pharmacists D. Lawyers E. Educators F. Law enforcement G. Nurses H. Counsellors I. Legislators II. Need for exhaustive research and clinical testing of new products.	Invite a lawyer to discuss drug law Explore careers available in health
II. The public must be aware of results of unwise use of drug substances.	I. Business and industry contribute to protection against drug abuse. A. Pharmaceutical industry B. Better Business Bureau C. Seals of Good Housekeeping, Parents Magazine D. National Safety Council II. Professional and Trade Organizations help in several ways to safeguard against drug abuse.	Write to Food and Drug Administration to obtain information on testing of new drug products. Visit a Pharmaceutical industrial plant to observe how drugs are made and how quality is assured. Invite the Better Business Bureau to report on its services. Inquire how professional agencies help prevent illegal and unwise use of drugs.

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PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 11

	<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
ed	I. Essential people needed to make control effective: A. Scientists B. Doctors and Dentists C. Pharmacists D. Lawyers E. Educators F. Law enforcement G. Nurses H. Counsellors I. Legislators	Invite a lawyer to discuss drug laws Explore careers available in health.	Pamphlet: Careers, Public Affairs, 381 Park Ave. S. New York, New York, 10016
	II. Need for exhaustive research and clinical testing of new products.	Write to Food and Drug Administration to obtain information on testing of new drug products.	
of rug	I. Business and industry contribute to protection against drug abuse. A. Pharmaceutical industry B. Better Business Bureau C. Seals of Good Housekeeping, Parents Magazine D. National Safety Council	Visit a Pharmaceutical industrial plant to observe how drugs are made and how quality is assured. Invite the Better Business Bureau to report on its services.	
	II. Professional and Trade Organizations help in several ways to safeguard against drug abuse.	Inquire how professional agencies help prevent illegal and unwise use of drugs.	

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

<u>CONCEPTS</u>	<u>CONTENTS</u>	<u>ACTIVITIES</u>
III. Laws are necessary for the control of drugs.	I. There are numerous regulations for protection against drug abuse: A. Harrison Narcotic Act. B. Pure Food and Drug Act. C. Marijuana Tax Act D. Legislation since 1968 II. Control of drugs are on a local, Federal and world-wide level. Some of the agencies are: A. World Health Organization B. National Institute of Mental Health C. Food and Drug Administration D. Bureau of Narcotics and Dangerous Drugs. E. Federal Trade Commission	Discuss the way in which laws protect the individual consumer through control of distribution, purchasing and advertising. Write U.S. Customs Bureau to obtain information about measures to prevent smuggling of drugs.
IV. Drug control is complicated by many factors.	I. Economic conditions make an impact on drug control. A. Extensiveness of the production of tobacco and alcohol. B. Scope and extent of the advertising of non-prescription products through media. C. Importance and necessity of the production of legitimate medications. D. Many drugs designated illegal in the U.S., but are widely available and legal in other parts of the world.	Evaluate advertising of non-prescription products. Why are cigarette and alcohol commercials banned from TV and radio? Why are beer commercials permitted?

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PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 11

CONTENTS	ACTIVITIES	RESOURCES
I. There are numerous regulations for protection against drug abuse: A. Harrison Narcotic Act. B. Pure Food and Drug Act. C. Marijuana Tax Act D. Legislation since 1968 II. Control of drugs are on a local, Federal and world-wide level. Some of the agencies are: A. World Health Organization B. National Institute of Mental Health C. Food and Drug Administration D. Bureau of Narcotics and Dangerous Drugs. E. Federal Trade Commission	Discuss the way in which laws protect the individual consumer through control of distribution, purchasing, and advertising. Write U.S. Customs Bureau to obtain information about measures to prevent smuggling of drugs.	Agencies: U.S. Dept. of Agriculture Washington, D.C. 20505 U.S. Chamber of Commerce 1615 H Street, N.W. Washington, D.C. 20006 Food and Drug Administration U.S. Dept. of Health, Education & Welfare, Washington, D.C. 20202 Federal Communications Commission Washington, D.C.
I. Economic conditions make an impact on drug control. A. Extensiveness of the production of tobacco and alcohol. B. Scope and extent of the advertising of non-prescription products through media. C. Importance and necessity of the production of legitimate medications. D. Many drugs designated illegal in the U.S., but are widely available and legal in other parts of the world.	Evaluate advertising of non-prescription products. Why are cigarette and alcohol commercials banned from TV and radio? Why are beer commercials permitted?	

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

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- II. Difficulties are encountered in attempting to enforce drug control measures.
 - A. Lack of world-wide uniform restrictions
 - B. Lack of uniform state laws
 - C. Insufficient number of enforcement officers
 - D. Over-severity of penalties for some offenses.
 - E. Tendency of families and friends to shelter and protect, rather than seek help for the offender.
 - F. Popularity of drugs in spite of laws against use.
 - G. Reluctance of people to report violations of friends.
 - H. Reluctance of courts to prosecute
- III. Various factors in the illicit trade in drugs keep it alive.
 - A. Black market
 - B. Smuggling
 - C. Theft from manufacture
 - D. Unauthorized distributor
 - E. Counterfeit manufacture
 - F. Tremendous profit motive
 - G. Falsify or forgery of prescriptions and orders

Compare extent of and restriction upon drug misuse in various countries.

Compare drug laws in neighboring states.

Visit a court of law during the trial of a person accused of drug abuse.

Analyze the objectives of the pusher or dealer.

Discuss:

Do junkies like what they are doing?
 What alternatives do they have?
 What is negative affect of ingestion, or shooting up?

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ON AND CONTROL OF DRUG PROBLEMS

GRADE: 11

<u>CONTENTS</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>
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IV. Laws and agencies created to enforce the laws are not in themselves adequate for the job of making drug control effective.

A. Need for education

B. Need for citizen cooperation in observing and supporting the laws.

Discuss why laws do not provide complete protection.

Ask pupil to write sample drug control laws and evaluate them.

Ask pupils to prepare an effective plan to offset drug abuse.

Discuss responsible citizenship.

How does a person become a responsible citizen rather than a "social drop-out"?

V. Lack of knowledge hindering drug control.

What are some constructive ways of handling our own rebellion, e.g. social work?

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AND CONTROL OF DRUG PROBLEMS

GRADE: 11

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...k of knowledge hindering drug control.		

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PREVENTION AND CONTROL OF DRUG PROBLEMS

GRADE: 12

CONTENTS

ACTIVITIES

RESOURCES

- I. Avoid danger of self medication.
- II. Awareness of dependence in prolonged use of common medication.
- III. Recognizing necessity to use drugs according to professional directions.
- IV. There is a need to educate citizens in the use of medicine.
 - A. Benefits
 - B. Dangers of misuse of medicine
 - C. Reasons for misuse of medicines and drugs
 - D. Extent of drug abusers' problems.
- V. Effects upon self, family, friends, and community
 - A. Economic loss
 - B. Need for treatment
 - C. Problem of rehabilitation
 - D. Penalties for illegal use
 - E. Fear of Detection
 - F. Disturbance and destruction of family
 - G. Wasted human resources

Question box to assist in identifying misconceptions about drugs.

Discuss the estimated value of a person to society in terms of lifetime earnings, special talents and skills.

Study penalties

Discuss the effects of drug abuse on individual; ambition and accomplishment and responsibility to other individuals.

Discuss methods and results of financing drug dependence.

Pamphlet:

"Decision", Suffolk Education Center, Stonybrook, New York 11790

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CONCEPTS	CONTENTS	ACTIVITIES
	VI. The drug problem requires the cooperation of community agencies A. Health Departments B. Hospitals C. Medical Societies D. Family Service Agencies E. Doctors F. Pharmaceutical manufacturers G. Churches H. Service Clubs I. Youth Groups	Compare American and British methods of drug rehabilitation. Speakers from local treatment centers. Check programs of student groups . . . "Smart Teens" . . . "SLANT" (Student League Against Narcotics Temptation) . . . "SAINT-NEWARK" N.J. (Students Against Involved Negative Temptation).
	VII. There are various sources of immediate help. A. Parents B. Personal physician or Medical Society C. Local clinics and hospitals D. Local centers on rehabilitation E. School counsellors, teachers, nurse F. Religious advisor G. Ombudsman - concept of assistance	Survey the community for local centers for treatment and rehabilitation. Report on services available. Discuss statements of controversy "How would you want your parent to react if they discovered you were using drugs"? "How should young people communicate their feelings when they need help"? Role Playing: "What would you do if you found your best friend were using drugs?"

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- VIII. Difficulties attend the treatment and rehabilitation of the addict.
- A. Withdrawal from the drug is only the first step.
 - B. Because the reasons people become addicted differ, treatment must differ.
 - C. Permanent cure of addiction involves change in personality and life style.

- Invite a physician and social worker to discuss their actual experiences in treatment and rehabilitation of addicts.
- Discuss various methods of treating addiction: methadone maintenance, residential treatment centers.
- Study the activities of DARE (Drug Abuse Research Education).
- How can one deal effectively with peer group pressure in the interest of his own personality development?
- What survival techniques can be developed to help prevent personal disaster through the ingestion of chemicals?
- How can one live in our society without its compulsive use of chemicals, e.g. alcohol, tobacco, drugs.
- Role Playing - Psycho-Drama
- What family counselling services are available in the area?
- How can personal rebellion be handled constructively in our society?
- What solutions are available for dealing with the negative affect?

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GRADE: 12

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IX. Rehabilitative Services

- A. Hospital clinics
- B. Private medical specialists
- C. Volunteer and agency groups
(Alcoholics Anonymous,
Synanon, Daytop, Dare, Phoenix
House, Gateway House).

Invite ex-addicts to speak to class

Ask them how they feel about themselves. Are they happy being labeled a junky?

Report on services of community clinics in drug abuse area

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RESOURCES

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

Approaching the individual student's "drug problem" via subject matter oriented approaches, though necessary in allowing the student food for the decision-making process, is inadequate in meeting the underlying causes of a student opting for drug-oriented behavior.

The general school curriculum, indeed, the entire educational process, must address itself, where possible, to the following table. Provisions could be made K -12 in helping each student individually understand these forces affecting him, and in helping him form the necessary positive attitudes to cope with each individual cause which may lead him to such behavior.

These factors have been included throughout the suggested curricula where applicable but each one should be met and positive attitudes formed whenever evidence of such problems arise.

The following factors must be utilized in evaluating and understanding an individual "drug problem":

The drug used
Effect of drug
Frequency of use
Amount of drugs used
Age of initial drug use
Length of time used

Manner of drug taking
Initiator of drug addiction
Source of the drug
Source of support for drug use
Drug orientation of the drug user
Visibility of the drug user
Source of classification

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The drug used	Manner of drug taking
Effect of drug	Initiator of drug addiction
Frequency of use	Source of the drug
Amount of drugs used	Source of support for drug use
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Length of time used	Visibility of the drug user
	Source of classification

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

REASONS FOR DRUG USE

GENERAL

CURIOSITY
PEER GROUP
AFFLUENCE
AVAILABILITY
FADDISM

FAMILIAL

BROKEN FAMILY
UNRESOLVED PROBLEMS
EXAMPLE
BOREDOM

SOCIETAL

LACK OF ESCAPISM
BOREDOM
LACK OF LEADERSHIP
HEDONISM
SOCIETAL PROBLEMS
DISCIPLINARY BREAKDOWN
COMMUNICATIONS MEDIA
ESCAPISM FROM AN OPPRESSIVE
ENVIRONMENT

Credit: Drug Abuse Institute for Educators, July 1970

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REASONS FOR DRUG USE

FAMILY

EN FAMILY
SOLVED PROBLEMS
PLE
DOM

SOCIETAL

LACK OF ESCAPISM
BOREDOM
LACK OF LEADERSHIP
HEDONISM
SOCIETAL PROBLEMS
DISCIPLINARY BREAKDOWN
COMMUNICATIONS MEDIA
ESCAPISM FROM AN OPPRESSIVE
ENVIRONMENT

PERSONALITY

DRUG PRONE
SEXUAL CONFRONTATION
DEPRESSION
ANXIETY
PSYCHOSIS-NEUROSIS
ALIENATION
BOREDOM

Educators, July 1970

TABLE I

FACTORS AFFECTING DRUG MISUSE

DRUG USE PATTERNS

Type
Frequency
Amount

CHARACTERISTICS OF USERS

Age
Sex
Race
Ethnicity
Religion
Marital Status
S-E Class

BEHAVIOR

Physical a
Funct
Dys
Social Inv
Con
Dev

SCIENTIFIC KNOWLEDGE

Classification of
Drug Users
Drugs
Theory about:
Drug Use
Drug Action
Research

TREATMENT PROGRAMS

Goals
Treatment Modalities
Policies
Procedures
Professional Roles

PUBLIC P

Laws
Policies
Procedu

CARETAKER STAFF
ATTITUDES AND VALUES

Stereotypes of Drug Users

COMMUNITY
ATTITUDES AND VALUES

Stereotypes of Drug Users

ECONO

LEGAL

Produc
Distrib
Enterta
Taxes
Advert
Resear
Treatm
Penal F

Credit: Taken from The International Journal of The Addictions,
"The Addiction Dilemma", Stanley Einstein, Vol.4, No.1, 3/69.

TABLE I

FACTORS AFFECTING DRUG MISUSE

USE PATTERNS

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quency
ount

CHARACTERISTICS OF USERS

Age
Sex
Race
Ethnicity
Religion
Marital Status
S-E Class

BEHAVIOR OF USERS

Physical and Psychological
Functions and
Dysfunctions
Social Involvement:
Conventional and
Deviant

SCIENTIFIC KNOWLEDGE

Classification of
Drug Users
Drugs
Theory about:
Drug Use
Drug Action
Mech

TREATMENT PROGRAMS

Goals
Treatment Modalities
Policies
Procedures
Professional Roles

PUBLIC POLICY

Laws
Policies
Procedures

TEACHER STAFF
ATTITUDES AND VALUES

Types of Drug Users

COMMUNITY
ATTITUDES AND VALUES

Stereotypes of Drug Users

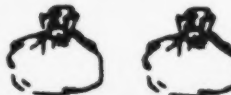
ECONOMICS

LEGAL
Production
Distribution and Sale
Entertainment
Taxes
Advertising
Research Projects
Treatment Programs
Penal Programs

ILLEGAL

Value of stolen
Merchandise
Sale of Stolen
Merchandise
Illegal Sale of Drugs

TABLE II
THE HEROIN MARKET
Chain of Supply, Adulteration Process and Profit

DISTRIBUTOR	TYPE OF CUT	ADULTERATION	% HEROIN	RATE OF RETURN ON INVESTMENT
IMPORTER	—			 300%
KILO CONNECTION	1 & 1			 100%
CONNECTION	1 & 1			 145%
WEIGHT DEALER	2 & 1			 114%
STREET DEALER	1 & 1			 124%
JUGGLER	?	?	?	 56%

THIS TABLE SHOWS THE ECONOMICS OF THE HEROIN MARKET SHOWING MARGINS OF PROFIT, DISTRIBUTION FROM SOURCE TO STREET, WHERE ADULTERATION OCCURS, AND HOW MUCH.

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

EDUCATION AND EDUCATORS FACE THE CHALLENGING PROSPECTS OF THE
BY BECOMING:

- A. The first place of preventing a drug problem.
- B. The last semblance of hope for someone with a drug problem.
- C. An important place where someone may learn about his problem
to avoid becoming involved in a drug problem.

Before examining the case, we define the immediate terms as:

DRUG

Any substance which is placed or taken
the body and has a physiological and/or
ological effect upon that person.

DRUG PROBLEM

Exists when a person uses a drug in such
manner that causes him to deviate from
socially accepted pattern of functioning
behavior.

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ON AND EDUCATORS FACE THE CHALLENGING PROSPECTS OF THE DRUG PROBLEM
MINING:

- A. The first place of preventing a drug problem.
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DRUG Any substance which is placed or taken into the body and has a physiological and/or psychological effect upon that person.

DRUG PROBLEM Exists when a person uses a drug in such a manner that causes him to deviate from a socially accepted pattern of functioning or behavior.

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

PHYSICAL EVIDENCE OF POSSIBLE DRUG ABUSE

When the following articles are found in desks, washrooms, or other places in a school building, they indicate that somebody is using narcotics:

1. Hand-rolled or crudely made cigarettes
2. Hypodermic needles and syringes
3. Medicine or eyedroppers
4. Bottle tops, burned at the bottom
5. Teaspoons with the handle bent and the bottom burned
6. Capsules or small packages of white powder
7. Gelatin capsules or small cellophane bags

CHANGES IN PATTERNS OF BEHAVIOR AND VARIOUS PHYSICAL SYMPTOMS SUGGESTIVE OF DRUG ABUSE TO A TEACHER TO POSSIBLE DRUG ABUSE A DETAILED LIST OF THESE CHANGES

1. Changes in school attendance, discipline, and grades
2. Changes in the quality of the student's homework
3. Secretive behaviour, especially in regard to his personal possessions.
4. Association with other students suspected of drug abuse
5. Borrowing money (to buy drugs)
6. Stealing small items from home or school
7. Finding the student in odd places during the day (closets, storage rooms) where he can use drugs unobserved
8. Long-sleeved shirts worn constantly to hide needle marks on the arm
9. Neglect of personal appearance
10. Unusual outbreaks of temper or flare-ups
11. Disregard for others

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

OTHER SYMPTOMS

- 1. Needle marks on hands or arms
- 2. Burned fingers from cigarettes.
- 3. Marked restlessness and body movements
- 4. Mental and physical deterioration
- 5. Complete or partial breakdown of morals and behavior
- 6. Furtive mannerisms
- 7. Symptoms resembling alcohol intoxication, staggering or stumbling
- 8. Drowsiness or insomnia
- 9. Excess activity, irritability and argumentativeness, nervousness
- 10. Long periods without eating and sleeping
- 11. Frequent yawning

SOME SPECIFIC MANIFESTATIONS OF POSSIBLE DRUG ABUSE

- 1. Lethargy, yawning. OPIAT
- 2. Inhibition of pain perception OPIAT
- 3. Reddened, watery eyes often hidden by sunglasses OPIAT
- 4. Nostrils are irritated and inflamed OPIAT
- 5. Fingers may show burns from smoking OPIAT
- 6. Malodorous body emanations OPIAT
- 7. Thickened or slurred speech OPIAT
- 8. Arms and hands show visible needle puncture wounds . .OPIAT
- 9. Tattoos used to conceal puncture scarifications OPIAT
- 10. Nervousness OPIAT
- 11. Restlessness OPIAT
- 12. Anxiety OPIAT
- 13. Running eyes and nose OPIAT
- 14. Sweating or profuse perspiration OPIAT
- 15. Enlarged pupils OPIAT

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OTHER SYMPTOMS

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6. Malodorous body emanations OPIATE
7. Thickened or slurred speech OPIATE, BARBITURATE
8. Arms and hands show visible needle puncture wounds . .OPIATE
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11. Restlessness OPIATE WITHDRAWAL
12. Anxiety OPIATE WITHDRAWAL
13. Running eyes and nose OPIATE WITHDRAWAL
14. Sweating or profuse perspiration OPIATE WITHDRAWAL
15. Enlarged pupils OPIATE WITHDRAWAL

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- | | |
|---|-------------|
| 16. Muscle twitching | OPIATE WITH |
| 17. Aches and pains | OPIATE WITH |
| 18. Feelings of depression | OPIATE WITH |
| 19. Staggering and lack of balance without alcoholic breath | BARBITURAT |
| 20. Quick temper and quarrelsome disposition | BARBITURAT |
| 21. Convulsions | BARBITURAT |
| 22. Reduced alertness and functional capability | TRANQUILIZE |
| 23. Delusions and hallucinations both visual and auditory . | AMPHETAMIN |
| 24. Excitability | AMPHETAMIN |
| 25. Talkativeness | AMPHETAMIN |
| 26. Hand tremor | AMPHETAMIN |
| 27. Sleeplessness | AMPHETAMIN |
| 28. Upset reality perception | HALLUCINO |

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ON AND CONTROL OF DRUG PROBLEMS

Muscle twitching	OPIATE WITHDRAWAL
Aches and pains	OPIATE WITHDRAWAL
Feelings of depression	OPIATE WITHDRAWAL
Staggering and lack of balance without alcoholic breath	BARBITURATE
Quick temper and quarrelsome disposition	BARBITURATE
Convulsions	BARBITURATE WITHDRAWAL
Reduced alertness and functional capability	TRANQUILIZER
Delusions and hallucinations both visual and auditory .	AMPHETAMINE, HALLUCINOGEN
Excitability	AMPHETAMINE
Talkativeness	AMPHETAMINE
Hand tremor	AMPHETAMINE
Sleeplessness	AMPHETAMINE
Upset reality perception	HALLUCINOGEN

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ATTENTION AND CONTROL OF DRUG PROBLEMS

APPENDIX

DRUG NAME	CLASSIFICATION	HOW TAKEN	INITIAL SYMPTOMS	LONG-TIME SYMPTOMS
ies, Dexies, Co-Pilots, Lids, Lid Proppers, ts. Pep Pills. Peaches, s, Cartwheels, Oranges, balls	Stimulant	Swallowed or Injected	Alertness, Excessive activity	Delusions, Hallucinations
s, Blue Devils, Candy, ow Jacket, Bullets, uts, Blue Heavens, Birds	Depressant	Swallowed or Injected	Drowsiness, Muscle Relaxation	Addiction with severe withdrawal symptoms, possible convulsions
d Balls, Gold Dust, , Bernice, Corine, e, Star, Dust	Stimulant	Sniffed, injected or swallowed	Excitation, Talkativeness, tremors	Depression, Convulsions
e Stuff, Boy, H, e, Scat, Junk, Snow, Harry, Joy Powder ee	Depressant	Injected or sniffed	Euphoria, drowsiness	Addiction, Constipation, loss of appetite, convulsions in overdose
olboy, Coke, Corrine, e, Happy, Dust, Snow, Dust, Bernice, Gold Flake	Depressant	Swallowed	Drowsiness	Addiction
Sugar, Big D, Cubes	Hallucinogen	Swallowed	Exhilaration, Excitation, Rambling Speech	May intensify existing psychosis, panic reaction

IX

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

[illegible]

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PREVENTION AND CONTROL OF DRUG PROBLEMS

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DRUG NAME	CLASS- IFICATION	HOW TAKEN	INITIAL SYMPTOMS	LONG-TIME SYMPTOMS
Cocaine, Grass, Locoweed, Mary Jane, Hashish, Tea, Marijuana, Reefers, Joint Stock	Stimulant, Depressant, or Hallucinogen	Swallowed, smoked or sniffed	Relaxation, Euphoria alteration of perception and judgement	Presently uncertain
White Stuff, Miss Emma, M, Creamer, Hard Stuff	Depressant	Swallowed or Injected	Euphoria, Drowsiness	Addiction, impair- ment of breathing
	Depressant	Inhaled	Staggering, stupor, drowsiness, slurred speech	Possible brain damage

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TECHNICAL TERMS

ADDICTION

In 1957, the World Health Organization (WHO) defined addiction as a state of periodic or chronic intoxication produced by the consumption of a drug. Its characteristics include:

- an overpowering desire or need (compulsion) to take the drug and obtain it by any means
- a tendency to increase the dose
- a psychic (psychological) and generally a physical dependence on the effects of the drug
- an effect detrimental to the individual and society

CENTRAL NERVOUS SYSTEM

The brain and spinal cord

CONVULSIONS

An involuntary and violent irregular series of contractions

DELIRIUM

A condition characterized by mental excitement, confusion, speech, and, often hallucinations.

DEPRESSANT

Any of several drugs which sedate by acting on the central nervous system. Medical uses include the treatment of anxiety and high blood pressure.

DRUG DEPENDENCE

As described in 1963 by WHO, drug dependence is a state resulting from repeated administration of a drug on a periodic or continuous basis. Its characteristics will vary with the agent involved. It is designated by designating the particular type of drug dependence, e.g. drug dependence of the morphine type, of the cannabis type, of the barbiturate type, etc.

HABITUATION

As defined in 1957 by WHO, drug habituation is a condition resulting from the repeated consumption of a drug, which includes the following characteristics:

- a desire (but not a compulsion) to continue taking the drug for the sense of improved well-being that it produces
- little or no tendency to increase the dose
- some degree of psychic dependence, and withdrawal syndrome
- a detrimental effect, if any, primarily on the individual

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TECHNICAL TERMS

ADDICTION

In 1957, the World Health Organization (WHO) defined drug addiction as a state of periodic or chronic intoxication produced by the repeated consumption of a drug. Its characteristics include:

- an overpowering desire or need (compulsion) to continue taking the drug and obtain it by any means
- a tendency to increase the dose
- a psychic (psychological) and generally a physical dependence on the effects of the drug
- an effect detrimental to the individual and to society

CENTRAL NERVOUS SYSTEM

The brain and spinal cord

CONVULSIONS

An involuntary and violent irregular series of contractions of the muscles.

DELIRIUM

A condition characterized by mental excitement, confusion, disordered speech, and, often hallucinations.

SEDATIVES

Any of several drugs which sedate by acting on the central nervous system. Medical uses include the treatment of anxiety, tension, and high blood pressure.

DRUG DEPENDENCE

As described in 1963 by WHO, drug dependence is a "state arising from repeated administration of a drug on a periodic or continuous basis". Its characteristics will vary with the agent involved. This is made clear by designating the particular type of drug dependence in each specific case, e.g. drug dependence of the morphine type, of the cocaine type, of the cannabis type, of the barbiturate type, etc.

HABITUATION

As defined in 1957 by WHO, drug habituation is a condition, resulting from the repeated consumption of a drug, which includes these characteristics:

- a desire (but not a compulsion) to continue taking the drug for the sense of improved well-being that it engenders.
- little or not tendency to increase the dose.
- some degree of psychic dependence, and hence, no abstinence syndrome
- a detrimental effect, if any, primarily on the individual

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HALLUCINOGEN

Any of several drugs, popularly called psychedelics, which produce unusual sensations such as distortions of time, space, and perception, and other bizarre effects. While they are pharmacologically distinct, some of these drugs, e.g. marihuana, are regulated under the same laws.

HYPNOTIC

An agent that induces sleep.

NARCOTIC

This term has two definitions. Medically defined, a narcotic is a drug that produces sleep or stupor and also relieves pain. Legally defined, the term means any drug regulated under the Federal Narcotic laws. Some of these drugs are pharmacologically non-narcotic, e.g. cocaine.

POTENTIATION

Potential occurs when the combined action of two or more drugs is greater than the sum of the effects of each drug taken separately. Potentiation can be very useful in certain medical procedures. For example, physicians can induce and maintain a specific level of anesthesia with a small amount of the primary anesthetic agent by adding a drug to potentiate the primary anesthetic agent. However, it can be dangerous, eg. barbiturates and many tranquilizers can enhance the depressant effects of alcohol.

PHYSICAL DEPENDENCE

Physiological adaptation of the body to the presence of a drug. If the effect, the body develops a continuing need for the drug. If dependence has been established, the body reacts with withdrawal symptoms if the drug is abruptly withdrawn. The severity of withdrawal symptoms depend on the drug being withdrawn and the dosage level attained.

PSYCHOLOGICAL DEPENDENCE

An attachment to drug use which arises from a need to satisfy some emotional or personality need of an individual. Psychological dependence does not require a physical dependence. However, physical dependence may seem to reinforce psychological dependence. An individual may also be psychologically dependent on other than drugs.

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PSYCHOTROPIC DRUGS

Any of several drugs, popularly called psychedelics, which produce sensations such as distortions of time, space, sound, color and other bizarre effects. While they are pharmacologically non-narcotic, some of these drugs, e.g. marihuana, are regulated under Federal narcotic laws.

NARCOTIC

An agent that induces sleep.

NARCOTIC

This term has two definitions. Medically defined, a narcotic is any drug that produces sleep or stupor and also relieves pain. Legally defined, the term means any drug regulated under the Harrison Act and other Federal narcotic laws. Some of these regulated drugs are pharmacologically non-narcotic, e.g. cocaine.

POTENTIATION

Potentiation occurs when the combined action of two or more drugs is greater than the sum of the effects of each drug taken alone. Potentiation can be very useful in certain medical procedures. For example, physicians can induce and maintain a specific degree of anesthesia with a small amount of the primary anesthetic agent by using another drug to potentiate the primary anesthetic agent. Potentiation may also be dangerous, eg. barbiturates and many tranquilizers potentiate the depressant effects of alcohol.

PHYSIOLOGICAL DEPENDENCE

Physiological adaptation of the body to the presence of a drug. In effect, the body develops a continuing need for the drug. Once such dependence has been established, the body reacts with predictable symptoms if the drug is abruptly withdrawn. The nature and severity of withdrawal symptoms depend on the drug being used and the daily dosage level attained.

PSYCHOLOGICAL DEPENDENCE

An attachment to drug use which arises from a drug's ability to satisfy some emotional or personality need of an individual. This attachment does not require a physical dependence, although physical dependence may seem to reinforce psychological dependence. An individual may also be psychologically dependent on substances other than drugs.

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PSYCHOSIS

A major mental disorder; any serious mental derangement "psychosis" replaces the old term "insanity".

SEDATIVE

An agent which quiets or calms activity.

SIDE EFFECTS

A given drug may have many actions on the body. Usually two of the more prominent actions will be medically useful, others, usually weaker effects, are called side effects. Side effects are not necessarily harmful, but may be annoying.

STIMULANT

Any of several drugs which act on the central nervous system to produce excitement, alertness and wakefulness. Medical uses include treatment of mild depressive states, overweight and narcolepsy, characterized by an almost overwhelming desire to sleep.

TOLERANCE

With many drugs, a person must keep increasing the dosage to get the same effect. This characteristic is called tolerance. It develops with the barbiturates, with amphetamine and related drugs, and with opiates.

TOXIC EFFECTS (poisoning)

Any substance in excessive amounts can act as a poison. With drugs, the margin between the dosage that produces therapeutic effects and dosage that produces toxic or poisonous effects varies. However, this margin will vary with the person taking the drug.

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PREVENTION AND CONTROL OF DRUG PROBLEMS

A major mental disorder; any serious mental derangement. "Psychosis" replaces the old term "insanity".

An agent which quiets or calms activity.

TS

A given drug may have many actions on the body. Usually one or two of the more prominent actions will be medically useful. The others, usually weaker effects, are called side effects. They are not necessarily harmful, but may be annoying.

Any of several drugs which act on the central nervous system, producing excitation, alertness and wakefulness. Medical uses include the treatment of mild depressive states, overweight and narcolepsy, a disease characterized by an almost overwhelming desire to sleep.

E

With many drugs, a person must keep increasing the dosage to maintain the same effect. This characteristic is called tolerance. Tolerance develops with the barbituates, with amphetamine and related compounds, and with opiates.

CTS (poisoning)

Any substance in excessive amounts can act as a poison or toxin. With drugs, the margin between the dosage that produces beneficial effects and dosage that produces toxic or poisonous effects varies greatly. Moreover, this margin will vary with the person taking the drug.

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

SLANG TERMS

ACID	LSD
ACID HEAD	An abuser of LSD
ARTILLERY	Equipment to inject drugs
BAD TRIP	Bad experience with LSD -STP
BAG	A container of drugs
BAGMAN	A drug supplier
BANG	To inject drugs
BARBS	Barbiturates
BENNIES	Benzedrine amphetamine tablets
BINDLE	Small quantity; packet of narcotics
BIZ	Equipment to inject drugs
BLANKS	Poor quality narcotics
BLASTED	Under influence of drugs
BLOW A STICK	Smoke a marihuana cigarette
BLUE DEVILS	Amytal brand of barbiturate capsules
BLUE VELVET	Paregoric and antihistamine
BOXED	In jail
BREAD	Money
BOY	Heroin
BURNED	Receive badly diluted drugs
BUSTED	Arrested
BUZZ	Try to buy drugs
C	Cocaine
CANDY	Barbiturates
CAP	Container of drugs, capsule
CHARGED UP	Under influence of drugs
CHIEF	LSD
CHIPPING	Taking small amounts of drugs irregularly
CHIPPY	An abuser, takes small irregular amounts
CLEAR UP	Withdraw from drugs
COASTING	Under influence of drugs
COKE	Cocaine
COKIE	A cocaine addict
COLD TURKEY	Sudden drug withdrawal
CONNECT	To purchase drugs
CONNECTION	A drug supplier

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MS

LSD
An abuser of LSD
Equipment to inject drugs
Bad experience with LSD -STP
A container of drugs
A drug supplier
To inject drugs
Barbiturates
Benzedrine amphetamine tablets
Small quantity; packet of narcotics
Equipment to inject drugs
Poor quality narcotics
Under influence of drugs
Smoke a marihuana cigarette
Amytal brand of barbiturate capsules
Paregoric and antihistamine
In jail
Money
Heroin
Receive badly diluted drugs
Arrested
Try to buy drugs
Cocaine
Barbiturates
Container of drugs, capsule
Under influence of drugs
LSD
Taking small amounts of drugs irregularly
An abuser, takes small irregular amounts
Withdraw from drugs
Under influence of drugs
Cocaine
A cocaine addict
Sudden drug withdrawal
To purchase drugs
A drug supplier

ICK
LS
ET

UP

KEY
ON

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

COOK UP A PILL	Prepare opium for smoking
COOKER	Spoon or bottle cap used to prepare heroin
CO-PILOTS	Amphetamine tablets
COP	To purchase drugs
COP-OUT	To alibi, confess
CORINE	Cocaine
COTICS	Narcotics
CRYSTALS	Methamphetamine
CUT	To adulterate a narcotic by adding milksugar
DEALER	A drug supplier
DECK	A small packet of narcotics
DIME BAG	A ten dollar purchase of narcotics
DOMINO	To purchase drugs
DOP	Any narcotic
DROPPED	Arrested
DUST	Cocaine
DYNAMITE	Highly potent narcotic
FACTORY	Equipment used to inject drugs
FIX	An injection of narcotics
FLAKE	Cocaine
FLEA POWDER	Poor quality narcotics
FLOATING	Under the influence of drugs
FOOTBALLS	Oval-shaped amphetamine tablets
FREAK OUT	Bad or psychotic reaction to drug
FRESH AND SWEET	Out of Jail
FUZZ	The Police
GAGE	Marihuana
GEE-HEAD	Paregoric Abuser
GEETIS	Money
GEEZER	A narcotic injection
GIMMICKS	The equipment for injecting drugs
GLUEY	Young glue sniffer
GOLD DUST	Cocaine
GOODS	Narcotics
GOOFBALLS	Barbiturates
GOW-HEAD	An opium addict
GRASS	Marihuana
GRIEFO	Marihuana

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PILL
 Prepare opium for smoking
 Spoon or bottle cap used to prepare heroin
 Amphetamine tablets
 To purchase drugs
 To alibi, confess
 Cocaine
 Narcotics
 Methamphetamine
 To adulterate a narcotic by adding milksugar
 A drug supplier
 A small packet of narcotics
 A ten dollar purchase of narcotics
 To purchase drugs
 Any narcotic
 Arrested
 Cocaine
 Highly potent narcotic
 Equipment used to inject drugs
 An injection of narcotics
 Cocaine
 ER
 Poor quality narcotics
 Under the influence of drugs
 Oval-shaped amphetamine tablets
 Bad or psychotic reaction to drug
 SWEET
 Out of Jail
 The Police
 Marihuana
 Paregoric Abuser
 Money
 A narcotic injection
 The equipment for injecting drugs
 Young glue sniffer
 Cocaine
 Narcotics
 Barbiturates
 An opium addict
 Marihuana
 Marihuana

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GUN	A hypodermic needle
H	Heroin
HANGUP	A personal problem
HARD STUFF	Morphine, Cocaine, or heroin
HARRY	Heroin
HAWK	LSD
HAY	Marihuana
HEAD-USER OF DRUGS	Usually LSD
HEAT	The Police
HEMP	Marihuana
HIGH	Under the influence
HIT	To purchase drugs, an arrest
HOCUS	A narcotic solution ready for injection
HOOKED	Addicted
HOPHEAD	Narcotic addict
HORSE	Heroin
HOT SHOT	A fatal dosage
HYPE	Narcotic Addict
JAG	Under influence of amphetamines
JIVE	Marihuana
JOB	To inject drugs
JOINT	A marihuana cigarette
JOY-POP	To inject small amounts of drugs irregularly
JOY POWDER	Heroin
JUNK	Narcotics
JUNKIE	A narcotic addict
KICK	To abandon a drug habit
KILO	Large amounts of narcotics
LAYOUT	The equipment used to inject drugs
LIPTON TEA	Poor quality narcotics
LIT UP	Under the influence of drugs
LOCOWEED	Marihuana
M	Morphine
MAINLINE	To inject drugs directly into a vein
MAN	The police

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PREVENTION AND CONTROL OF DRUG PROBLEMS

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LIST OF DRUGS

A hypodermic needle
 Heroin
 A personal problem
 Morphine, Cocaine, or heroin
 Heroin
 LSD
 Marihuana
 Usually LSD
 The Police
 Marihuana
 Under the influence
 To purchase drugs, an arrest
 A narcotic solution ready for injection
 Addicted
 Narcotic addict
 Heroin
 A fatal dosage
 Narcotic Addict
 Under influence of amphetamines
 Marihuana
 To inject drugs
 A marihuana cigarette
 To inject small amounts of drugs irregularly
 Heroin
 Narcotics
 A narcotic addict
 To abandon a drug habit
 Large amounts of narcotics
 The equipment used to inject drugs
 Poor quality narcotics
 Under the influence of drugs
 Marihuana
 Morphine
 To inject drugs directly into a vein
 The police

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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

MANICURE	High-grade marihuana
MARY JANE	Marihuana
MISS EMMA	Morphine
MOJO	Narcotics
MONKEY	A drug habit where physical dependence is present
MOR A GRIFA	Marihuana
MUTAH	Marihuana
NEEDLE	Hypodermic Syringe
NICKEL BAG	A five dollar purchase of narcotics
OFF	Withdrawn from drugs
PACK	Heroin
PAPER	A prescription; packet of narcotics
PEANUTS	Barbiturates
PIECE	A container of drugs
PLANT	A cache of narcotics
POP	To inject drugs
POT	Marihuana
QUILL	A folded matchbox cover from which narcotics are sniffed
READER	A prescription
REEFER	A marihuana cigarette
ROPE	Marihuana
SCAT	Heroin
SCORE	To purchase drugs
SCRIPT	Doctor's prescription
SHOOT UP	To inject drugs
SNOW	Cocaine
SPEED	Methamphetamine, usually injected for rapid result
SPEEDBALL	An injection which combines a stimulant and depressant - c with morphine or heroin
SPIKE	The needle used for injecting drugs
STASH	A cache of narcotics
STICK	A marihuana cigarette
STP	A highly potent hallucinogen
STUFF	Narcotics

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High-grade marihuana
 Marihuana
 Morphine
 Narcotics
 A drug habit where physical dependence is present
 Marihuana
 Marihuana
 Hypodermic Syringe
 A five dollar purchase of narcotics
 Withdrawn from drugs
 Heroin
 A prescription; packet of narcotics
 Barbiturates
 A container of drugs
 A cache of narcotics
 To inject drugs
 Marihuana
 A folded matchbox cover from which narcotics are sniffed through the nose
 A prescription
 A marihuana cigarette
 Marihuana
 Heroin
 To purchase drugs
 Doctor's prescription
 To inject drugs
 Cocaine
 Methamphetamine, usually injected for rapid result
 An injection which combines a stimulant and depressant - often cocaine mixed
 with morphine or heroin
 The needle used for injecting drugs
 A cache of narcotics
 A marihuana cigarette
 A highly potent hallucinogen
 Narcotics

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SUGAR
TEA PARTY
TURNED OFF
TURNED ON
WAKE-UPS
WEED
WHITE STUFF

Powdered narcotics
Marihuana Party
Withdrawn from drugs
Under the influence of drugs
Amphetamine
Marihuana
Morphine

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ARTY
D OFF
D ON
UPS
STUFF

Powdered narcotics
Marihuana Party
Withdrawn from drugs
Under the influence of drugs
Amphetamine
Marihuana
Morphine

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- National Institute of Mental Health, Bethesda, Md. 20014
- New Jersey Drug Addiction Program, 165 West Hanover St., Trenton, N.J.
- New Jersey Drug Study Commission, State House, Trenton, N.J. 08625
- New Jersey Narcotics Advisory Council, 68 Central Avenue, Orange, N.J.
- New Jersey Parents' Association on Drug Addiction, P.O. Box 926, Newark, N.J.
- New Jersey Pharmaceutical Assoc., 118 West State Street, Trenton, N.J. 08625
- New Jersey Sheriff's Assoc., Sheriff's Building, Bayard St., New Brunswick, N.J.
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- Sheriff's Assoc., Sheriff's Building, Bayard St., New Brunswick, N.J.
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HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

THE COMMITTEE WISHES TO EXPRESS ITS SINCERE GRATITUDE TO THE LIBRARIANS OF THE FREE PUBLIC LIBRARY OF PARSIPPANY-TROY HILLS, AND ESPECIALLY TO THE LIBRARIANS OF PARSIPPANY HIGH SCHOOL, CENTRAL JUNIOR HIGH SCHOOL, PARSIPPANY HIGH SCHOOL, AND PARSIPPANY TROY HILLS SCHOOLS.

KEY

FREE PUBLIC LIBRARY OF PARSIPPANY-TROY HILLS

P - Parsippany Branch
MT - Mount Tabor Branch
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PARSIPPANY-TROY HILLS SCHOOLS

CMC - Curriculum Materials Center
PHS - Parsippany High School
PHHS - Parsippany Hills High School
CJHS - Central Junior High School
BJHS - Brooklawn Junior High School

MORRIS COUNTY LIBRARY SYSTEM

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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

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CENTRAL JUNIOR HIGH SCHOOL, PARSIPPANY HIGH SCHOOL, AND PARSIPPANY HILLS HIGH SCHOOL.

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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

HANDBOOK FOR THE PREVENTION AND CONTROL OF DRUG PROBLEMS

BJHS	Ausubel, David P., <u>Drug Addiction</u> , Random, 1958 Psychological, physiological and sociological aspects of drug addiction.
PHS	Blakeslee, Alton, <u>What You Should Know About Drugs And Narcotics</u> , Associated Press, 1969 An accurate and factual publication dealing with the menace of narcotics and drug abuse.
BJHS	Burn, Harold, <u>Drugs, Medicine and Man</u> , Scribner, 1961 A general survey of drugs and medicines followed by a detailed discussion of specific drugs and their effects.
P	Cain, Arthur H. <u>Young People and Crime</u> , Day, 1968.
MT	A psychologist discusses the serious crime among the young. Stresses alcohol, drugs, sex and gangs and offers suggestions for deterring lawbreaking.
MT, PHS	Cain, Arthur H. <u>Young People and Drugs</u> , Day, 1969.
MCFL, CJHS	A discussion by a social psychologist of the tragic pitfalls which await the young drug user.
PHS, MCFL	Carey, James T., <u>College Drug Scene</u> , Englewood Cliffs, Prentice-Hall, 1968. A study of the meaning that drug use has for college students from case histories and interviews with students.
P, PHHS, MCFL, CJHS	Cohen, Sidney, <u>Drug Dilemma</u> , McGraw-Hill, 1969 A survey of specific drugs and their effects, side effects, treatment and prevention. Written for both students and teachers.
MCFL	Coles, Robert, <u>Drugs And Youth : The Medical Psychiatric and Legal Facts</u> By R. Coles, J. Brenner and J. Coles. A doctor, psychiatrist and a lawyer discuss the drug problem as it pertains to youth, paying special attention to the legal aspects.
BJHS	Cooley, Donald G., <u>Science Book of Modern Medicines</u> , F. Watts, 1963. How modern medicines and wonder drugs were discovered and developed and what they do.
BJHS, MCFL	DeRopp, Robert S. <u>Drugs and The Mind</u> , St. Martin's Press, 1957. An overall view of the world of ancient herbs and modern drugs. "A journey into the chemistry of drugs."
MT, CJHS	Duvall, Evelyn M., <u>Today's Teenagers</u> , Associated Press 1966 One chapter deals with drinking, smoking, and drugs. . . delves into the types of student that would be influenced by the peer groups.
P, PHS	Eudore, Guy, <u>Synanon</u> , Doubleday, 1968
MCFL	Description of work with drug addicts, alcoholics and criminals - with a concentration on human reaction to drugs.
P	Foley, James A., <u>College Scene; Students Tell It Like It Is</u> , by J.A. Foley and R. K. Foley, Cowles, 1969 Summary of interviews with college students on subjects that dominate college life including pot and drugs.
PHS	Fort, Joel, <u>The Pleasure Seekers</u> , Bobbs-Merrill, 1969. Technical information on various mind altering agents from aspirin to LSD. Presents programs for drug education.
MCFL	Fuller, John G., <u>The Day of St. Anthony's Fire</u> , Macmillan, 1968. The story of how hallucinogens affected the people of Pont-Saint-Esprit, France in 1951.
PHS, PHHS	Geller, Allen, <u>The Drug Beat</u> , by A. Geller and Maxwell Boas, Cowles, 1969.
MCFL	A perceptive examination of the historical, legal, sociological, medical, and psychological aspects of drug use.
P, LK	Goldstein, Richard, <u>1 In 7; Drugs On Campus</u> , Walker, 1966.
MCFL	Drug addiction on campus, discussed, based on interviews of police administrators and students. M
P	Green, Timothy, <u>Smugglers: An Investigation into The World of the Contemporary Smuggler</u> , Walker, 1968. Picture of dope rings, gunrunning, and smuggling of people, as well as diamonds and gold, art and

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Study of the meaning that drug use has for college students from case histories and interviews with users.
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The story of how hallucinogens affected the people of Pont-Saint-Esprit, France in 1951.
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Perceptive examination of the historical, legal, sociological, medical, and psychological aspects of pot, acid, and speed.
- Richard, 1 In 7; Drugs On Campus, Walker, 1966.
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- Moorthy, Smugglers: An Investigation into The World of the Contemporary Smuggler, Walker, 1969.
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MCFL	Gustaitis, Rasa, <u>Turning On</u> , Macmillan, 1969 Discussion of awareness without the use of drugs. Touches on Esalen at Big Sur to Synanon and to "s
MCFL	Harris, Robert T., <u>Drug Dependence</u> , University of Texas Press, 1969. A report on the effects of taking such chemical stimulants and depressives as the many ups, downs, LS
MCFL	Jones, Kenneth L., <u>Drugs and Alcohol</u> , Harper and Row 1969.
PHHS	Laurie, Peter, <u>Drugs: Medical, Psychological Social Facts</u> , Penguin Books, 1969.
BJHS	An attempt to sum up the major points about drugs and how to define and control the harm they do
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P, MT, PHS	Louria, Donald B., <u>Drug Scene</u> , McGraw-Hill, 1968
PHHS, CMC,	A guide to the biological and psychological effects of all types of amphetamines, barbituates, and hallu
MCFL	
PHHS	Louria, Donald B. <u>Nightmare Drugs</u> , Pocket Books, 1966.
BJHS	Published in association with "This Week Magazine", the focus is on LSD and its destructive qualities.
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	"Teen-agers in trouble from middle-class communities report on juvenile law-breaking in our country a
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PHHS, CJHS	One of the Life Science Series, gives the research, manufacture and testing of various drugs, beneficial
MCFL	Oursler, William C., <u>Narcotics: American's Peril</u> , W.C. Oursler and Lawrence D. Smith, Doubleday, 1952. Detailed history of most popular drugs, chiefly, marijuana, opium and its derivatives. Also tells of smu
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PHS, MCFL	Schaap, Richard, <u>Turned On</u> , New American Library, 1967 A study of the 1966 drug case involving Celeste Crenshaw and Robert Friede.
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MCFL	Taylor, Norman, <u>Flight From Reality</u> , Duell, 1949. Survey of plants and their products which have been used to relieve tension and induce stimulatio
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BJHS	The story and history of the use of plants to fly from everyday existence. Tells of the juices, seed that furnish such escape.
BJHS	Taylor, Norman, <u>Plant Drugs That Changed The World</u> , Dodd, 1965. The origin and use of drugs of worldwide acceptance - all derived from plants. Gives the lifesavin of the drugs.
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PHS	U.S. President's Commission on Law Enforcement and Administration of Justice. <u>The challenge of crim</u> A report on the study and resulting recommendations made by a committee set up by L.B. John
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BJHS	A discussion of the communal life and informal group therapy that comprise a new approach to

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MCFL	Anslinger, Harry Jacob, <u>The Murderers: The Story of The Narcotic Gangs</u> , by H.J. Anslinger and William F. Tompkins, 1964. Anecdotal case studies of the United States Bureau of Narcotics. Unfortunately, it is just "garbled" understanding of the problems of addiction.
MCFL	Anslinger, Harry Jacob, <u>The Protectors</u> , by H.J. Anslinger with J. D. Gregory, Farrar, Straus, 1964. Former United States Commissioner of Narcotics' account of thirty years of his career from within the Bureau of Narcotics.
MCFL	Anslinger, Harry Jacob., <u>The Traffic In Narcotics</u> , by H.J. Anslinger and William F. Tompkins, Funk & Wagnell, 1964. Authoritative and comprehensive study by U.S. Commissioner of Narcotics and an attorney who headed a Congressional Legislative Commission to study narcotics. The studies include international control, compulsion, and punishment for drug traffickers.
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PHS	Eldridge, William B., <u>Narcotics and The Law</u> , American Bar Foundation, 1962 A critique of the American experiment in narcotic drug control.
MCFL	Fiddle, Seymour, <u>Portraits From A Shooting Gallery; Life Styles From The Drug Addict World</u> , Harper & Row, 1965. Product of six years work with drug addicts at Exodus House of East Harlem. Presents addict's life, paranoid life, depressed and retreatist..
P, MCFL	Harris, John D., <u>Junkie</u> , Coward-McCann, 1964 Accounts of priest's work with women drug addicts in New York City.
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An accurate description of an individual who becomes an addict in today's urban culture. Includes the different stages in the life of this addict and his experiences.
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First-person tape recordings by New York City heroin addicts. The reader becomes aware that the addict is a member of society through these interviews.

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| P, PHS, PHHS | Lindesmith, Alfred R. <u>Addict And The Law</u> , Bloomington, Ind., Indiana Univ. Press, 1965. |
| MCFL | Believing drug addiction to be a medical, rather than a criminal problem, the author presents a do |
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| | Painter and author describes his mental and emotional changes induced by taking a variety of nar |
| P, PHHS | Moore, Robin, <u>French Connection</u> , Little, Brown, 1969. |
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| MCFL | Murtagh, John Martin, <u>Who Live In Shadow</u> by J.M.Murtagh and Sara Harris, McGraw-Hill, 1959. |
| | Narcotics problem is examined by Chief Magistrate of New York City and a sociologist. Suggestio |
| PHS, MCFL | O'Donnell, John ed. <u>Narcotic Addiction</u> , Harper, 1966. |
| BJHS | A collection of articles on the causes, effects and treatment of drug addiction - showing patterns o |
| MCFL | Schmidt, Jacob Edward, <u>Narcotics Lingo and Lore</u> , Thomas, 1959. |
| | Dictionary of narcotics terms arranged alphabetically with definitions of multiple uses. |
| MT, MCFL | Scott, J.M. <u>White Poppy: History of Opium</u> , Funk and Wagnalls, 1969. |
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| P | Thomas, Pieie, <u>Down These Mean Streets</u> , Knopf, 1967. |
| | An autobiography of a Puerto Rican in Spanish Harlem who becomes a junkie and kicks the habi |
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| | Compilation of writings by Marie Nyswander, Nelson Algren, Rev. Norman C. Eddy, Jane Kramer |
| | depicting the physical, psychological and social effects of narcotics addiction. |
| MCFL | Weston, Paul B., <u>Narcotics, U.S.A.</u> , Greenberg, 1952. |
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MT, P, LK PHHS, MCFL	Oursler, William C., <u>Marijuana: The Facts, The Truth</u> , Eriksson, 1968 Through interviews with "authorities", case histories, and special reports, the author presents a survey known and not known. He also examines the claims for and against legalization of marijuana.
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pro and con. Excellently illustrated by cartoons.
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Papers discussing the drug and the person who uses it, the impact of the drug upon religion, law and medicine, and its pharmacological
composition and behavioral effects.
Jane, Exploring Inner Space: Personal Experiences Under LSD - 25, Harcourt 1961.
Vivid recreations of personal experiences of the author under the influence of LSD - 25.
David, ed., The Drug Experience, Grove Press, 1965.
Collection of first person accounts of sensations under the influence of hallucinogens ranging from snuff to LSD.
Aldous L. The Doors of Perception, Harper, and Row, 1954.
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Chronicles sixteen trips the author took between January, 1959 and June 1961, climaxing with the LSD religious cult. |
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An account of some positive uses of psychedelics. Emphasis is on how the persistent use of these d
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<u>TITLE</u>	<u>MEDIA</u>	<u>PRODUCER OR DISTRIBUTOR</u>
Marijuana, (1968)	16 mm. - 34 min. - color	
LSD - Insight or insanity (1968)	16 mm. - 28 min. - color	
Drugs and the Nervous System (1967)	16 mm. - 18 min. - color	
The Riddle	20 min. - black and white	Public Affairs, Office of Economic Op 1200 - 19th St., N.W. Washington, D.C.
Three	52 min. - black and white	Narcotic Addiction Control Comm. Executive Park South Box 8114 Albany, N.Y. 12203

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PREVENTION AND CONTROL OF DRUG PROBLEMS

FILMS

MEDIA

PRODUCER OR DISTRIBUTOR

DESCRIPTION

16 mm. - 34 min. - color

Pop singer, Sonny Bono, conducts viewers through a contemporary examination of the pros and cons of marijuana use and abuse.

16 mm. - 28 min. - color

Medical personnel involved in LSD research explain and illustrate their findings. This film, narrated by Sal Mineo, shows scenes pertaining to teen-age struggles, pressures and other motivations as they pertain to drug use.

16 mm. - 18 min. - color

This film shows both the beneficial and harmful effects of drugs in the human mind and body. The differences between uses and abuses of the various classes of drugs are stressed.

20 min. - black and white

Public Affairs, Office of Economic Opp
1200 - 19th St., N.W.
Washington, D.C.

52 min. - black and white

Narcotic Addiction Control Comm.
Executive Park South
Box 8114
Albany, N.Y. 12203

Case histories of 3 addicts. Shows them in a true perspective - as individuals who hide their fears behind drugs and who take drugs to avoid coping with painful reality.

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<u>TITLE</u>	<u>MEDIA</u>	<u>PRODUCER OR DISTRIBUTOR</u>
Criminal Man	27 min. - black and white	Narcotic Addiction Control Comm. Executive Park South Box 8114, Albany, N.Y. 12203
Flowers of Darkness	22 min. - color	NIMH Drug Abuse Film Collection Distribution Branch, Nat'l.AV Center (ESA), Washington, D.C. 20409
Movable Scene	22 min. - color	
Bridge From No Place	22 min. - color	
Narcotic Addiction	30 min. - black and white	Ideal Pictures Corp. 321 West 44 Street New York, New York 10036
Goofballs and Tea Hardstuff	32 min. - color 45 min. - color	N.J. Police Training Commission N.J. Police Training Commission
Narcotic Addiction: Its Medical Management	60 min. - black and white	N.Y. Academy of Medicine or WNYC-TV
Subject Narcotics	25 min. - color	Narcotic Educational Foundation of America, 1645 N. La Brea Ave. Los Angeles, Calif.
Trip To Where	49 min. - color	Produced by: DuArt Film Labs 245 West 55 St.,N.Y.,N.Y. 10019 Distributed by: Naval District, Washington, D.C. Bldg.200 Navy Yard Annex,U.S.Navy,Wash- ington, D.C. 20390

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ION AND CONTROL OF DRUG PROBLEMS

FILMS

<u>MEDIA</u>	<u>PRODUCER OR DISTRIBUTOR</u>	<u>DESCRIPTION</u>
27 min. - black and white	Narcotic Addiction Control Comm. Executive Park South Box 8114, Albany, N.Y. 12203	A presentation of the history of drug abuse; an analysis of the relationship between drug abuse and crime; and an examination of the pharmacology of often abused drugs.
22 min. - color	NIMH Drug Abuse Film Collection Distribution Branch, Nat'l.AV Center (ESA), Washington, D.C. 20409	Concerned with entire drug abuse problem.
22 min. - color		
22 min. - color		
30 min. - black and white	Ideal Pictures Corp. 321 West 44 Street New York, New York 10036	Kinescope of medical horizons telecast from the Federal Hospital in Kentucky
32 min. - color	N.J. Police Training Commission N.J. Police Training Commission	General Coverage of human involvement
45 min. - color		
60 min. - black and white	N.Y. Academy of Medicine or WNYC-TV	Addiction from a medical standpoint
25 min. - color	Narcotic Educational Foundation of America, 1645 N. La Brea Ave. Los Angeles, Calif.	Narcotics and Adddiction treated generally
49 min. - color	Produced by: DuArt Film Labs 245 West 55 St.,N.Y.,N.Y. 10019 Distributed by: Naval District, Washington, D.C. Bldg.200 Navy Yard Annex,U.S.Navy,Wash- ington, D.C. 20390	Film presents dangers of use and abuse of amphetamines, barbiturates, and hallucinogens. Points out psychological and physical effects, especially in relation to potentially dangerous effects on individual performance in critical operations

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<u>TITLE</u>	<u>MEDIA</u>	<u>PRODUCER OR DISTRIBUTOR</u>
Way Out	105 min.	Valley Forge Films, Inc. Chester Springs, Pa. 19425
The Seekers	30 min. - color	Narcotic Addiction Control Comm. Executive Park South Box 814, Albany, N.Y. 12203
The Mind Benders	26 min. - color	Nat'l. Medical AV Center Chamblee, Ga. 30005
The Distant Drummer	Three 22 min. - color	National Institute of Mental Health Drug Abuse Film Collection Chevy Chase, Maryland 20015
Marijuana	34 min. - color	Bailey Film Associates 11559 Santa Monica Blvd. Los Angeles, Calif. 90025

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<u>MEDIA</u>	<u>PRODUCER OR DISTRIBUTOR</u>	<u>DESCRIPTION</u>
105 min.	Valley Forge Films, Inc. Chester Springs, Pa. 19425	A theatrical trip into the world of drug addiction. The principal roles are played by real life addicts who have kicked the heroin habit.
30 min. - color	Narcotic Addiction Control Comm. Executive Park South Box 814, Albany, N.Y. 12203	A series of unrehearsed conversation between former drug users and students. A discussion of young people's search for reality and an examination of dangers of drug use.
26 min. - color	Nat'l. Medical AV Center Chamblee, Ga. 30005	Explores the potentially therapeutic uses and the known hazards of LSD and other hallucinogen as well as some of the motivations of abusers.
Three 22 min. - color	National Institute of Mental Health Drug Abuse Film Collection Chevy Chase, Maryland 20015	Aimed at adults. This film concentrates on LSD, Methedrine, Marijuana and heroin.
34 min. - color	Bailey Film Associates 11559 Santa Monica Blvd. Los Angeles, Calif. 90025	The film simply examines the facts about physical dangers, emotional dependency and the legalities of marijuana
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APPENDIX - RESOURCES - GRADES 9 - 12

	<u>FILMS</u>	<u>AGENCIES</u>
TS FICE	<i>THE UP-JOHN - DISNEY HEALTH SERIES</i> Walt Disney Education Materials Co. 666 Busse Highway Park Ridge, Illinois	BUREAU OF NARCOTICS AND DANGEROUS DRUGS DEPARTMENT OF JUSTICE WASHINGTON, D.C. 20537
of Mental Health)		BUREAU OF CUSTOMS U.S. TREASURY DEPT WASHINGTON, D.C. 20220
A's Life Protection) Series 43		PHARMACEUTICAL MFRS. ASSN. 1155 FIFTEENTH ST., N.W. WASHINGTON, D.C. 20005
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and Dangerous Drugs Drugs: LSD		U.S. CHAMBER OF COMMERCE 1615 FIFTEENTH ST., N.W. WASHINGTON, D.C. 20006
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		ALLYN & BACON, INC. 470 ATLANTIC AVE. BOSTON, MASS. 02110
Other Stimulant Drugs		KIWANIS INTERNATIONAL 101 E. ERIE STREET CHICAGO, ILL. 60611
her Sedative Drugs ctions ependence		NATIONAL COORDINATING COUNCIL ON DRUG ABUSE EDUCATION AND INFORMATION, 1211 CONNECTICUT AVE. WASHINGTON, D.C. 20036
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